

**Carl D. Perkins Vocational and  
Technical Education Act of 1998  
P. L. 105-332**

**Secondary Vocational and Technical Education**

**10% State Reserve Grants  
2005-2006 Project Descriptions**



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## **Agriculture and Natural Resources Education**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills		321	74	125	2
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Brodhead	(see below)	Cindy Vaughn	\$30,214		\$30,214	
Project Description				6-07001/R29-4		
Participating districts—Albany, Brodhead, Evansville, Juda, Monroe, Monticello, New Glarus, and Parkview.						
The purpose of this project: "Say Cheese for Agriculture Employability" is to expand the <i>Employabilty Skills</i> initiative for students as well as to increase academic and technical skills while students gain hands-on skills and knowledge about the cheese making industry. The southcentral area of Wisconsin is dotted with cheese factories, and some of those business people are part of the FFA Alumni organization. Parents, teachers, and students have suggested combining relevant learning activities with schooling. Career information given students during this cheesemaking unit will help students to see that graduates can have viable careers in this growing Wisconsin industry. Specialty cheeses are the future according to Governor Doyle in his Grow Wisconsin Initiative. Special populations are generally participating in Agriculture courses where these students will be gaining the experiences involved in this project. This 10% grant is consistent with the basic Carl Perkins grant. Generally, both will improve or expand the use of technology and instructional aids in vocational and technical education programs as the program is modernized and upgraded to meet the new millennium. Students will be provided with strong experiences in all aspects of industry as well as development of student's abilities to utilize a wide range of state-of-the-art-technologies. The State Plan Goals and Objectives serve as a basis; the district will concentrate on Goal 1 which the Wisconsin Core Indicators and Adjusted levels of Performance addresses.						
The following broad goal will be the emphasis: A. Provision of work-based learning experiences and certification. Employability Skills will be the area of emphasis.						
One of the challenges is encouraging nontraditional students to participate in Agriculture Education. Partnerships within the						

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Employability Skills	Brodhead
<b>Project Description <i>continued</i></b>		<b>6-07001/R29-4</b>
<p>community, businesses, and with post-secondary institutions are necessary for the Employability Skills certification, and community members' input is vital. The teacher and the students will give a demonstration on the cheesemaking process. Students will have the opportunity to show off skills and knowledge at the Food for America Elementary Day on the Farm. As a result of the identified goals, students will be better prepared to enter the world of work or post-secondary education with the benefits of the Employability Skills certificate. By offering certificated and articulated learning opportunities students will be the winners. Business and industry/labor have been working with the schools to provide some work-based learning sites and the district wants to expand this opportunity for students. The district will provide certificated occupational training to more and varied students. The strategies to be implemented to bring the district into compliance are detailed in this grant. The district has a high level of VE concentrator graduates engaged in positive outcomes, and this needs to continue and even be on a higher level. The opportunity for all students to gain marketable skills will benefit all.</p> <p>There are many activities planned for this project. The teacher will update curriculum and integrate Employability Skills certification standards into Agriculture programs so students will gain the Employability Certificate. (2S2) (1S)</p> <p>Students will demonstrate what was learned about the cheesemaking unit for parents and community at a FFA Alumni Meeting.</p> <p>Teachers will coordinate within the school to share the cheesemaking vat project with science classes within the high school to reach even more students as an integrated project.</p> <p>Teachers will invite employees of cheese factories to classes to provide a workshop in workplace ethics, diversity, and harassment. (2S1) (3S1)</p> <p>Girls will be targeted by encouraging them to explore nontraditional careers. The district wants to start early in exposing girls to nontraditional opportunities in Agriculture and plans to demonstrate the cheesemaking unit at the Food For America Elementary Day on the Farm. (4S1)</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills	9	3	3	8
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #5	Tri County	Pam Hilleshiem-Setz	\$3,291	\$3,291	
Project Description			6-990510/R29-3		
The Agriculture and Natural Resources department would like to implement a Wisconsin <i>Employability Skills</i> Certificate (ESC) program to promote student involvement in food-related agricultural occupations. This grant will assist in the development of units focused on entrepreneurial business development. The goal is to instruct students to write a business plan, learn marketing strategies, determine appropriate financing methods, provide students with more exposure to A&NR careers related to Wisconsin food processing, demonstrate food processing equipment, participate in field trips, and recruit employers to employ students in various work experiences. Collaborative teaching opportunities are also being explored with the Family and Consumer Science department. Students would be supervised in thework-based settings by the Agriculture and Natural Resources instructor. The students’ Employability Skills certificate would be built around educational interests and career goals.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills		15	5	7	9
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Westfield	Pam Hilleshiem-Setz	\$5,496		\$5,496	
Project Description				6-990512/R29-3		
There is an increasing need for highly skilled employees in the Agriculture and Natural Resources industry. Agricultural occupations are one of the fastest growing industries in Wisconsin. The Agriculture and Natural Resources department would like to implement a Wisconsin <i>Employability Skills</i> certificate (ESC) program to promote student involvement in all types of agricultural occupations. Students would be supervised in a work-based settings by the Agriculture and Natural Resources instructor. The students' ESC would be built around educational interests and career goals related to jobs in Agriculture. Each FFA student would meet the related SAE proficiencies and the requirements of the Wisconsin Employability Skills certificate program. This project would include visits to student worksites for evaluation of work skills. Two additional focuses of the program will be to teach students electronic recordkeeping skills using current recordkeeping software programs and to expose students to the Wisconsin food industry through biotechnology processes such as cheesemaking. Students will be assessed on the ability to use technology skills as an add-on competency to the ESC.						



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills		130	38	74	12
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #9	(see below)	Fred Skebba	\$33,456		\$30,124	
Project Description				6-99091/R29-3		
<p>Participating districts—Antigo, Athens, D. C. Everest, Edgar, Marathon City, Marshfield, Merrill, Mosinee, Stratford, Wausau, and Wisconsin Rapids.</p> <p>A three-week unit in cheesemaking will be implemented in the Agriculture &amp; Natural Resources program using the Armfield FT20MKII Cheese Vat. This curriculum unit will be implemented through an 11-member consortium of school districts in the north central region of Wisconsin. CESA #9 will purchase the cheese vat and will also serve as the fiscal agent for the project. Each high school in the project (12 high schools) will have the cheesemaking equipment for a three-week period of time. CESA #9 will use its delivery service to move the equipment from one school to another on a schedule to be developed sometime in the spring. Agriculture &amp; Natural Resource teachers will be trained on the use of the equipment during a one-day training session in August 2005 conducted by the Agriculture teacher at Kewaskum High School.</p> <p>The Wisconsin <i>Employability Skills certificate program</i> will also be implemented for selected students enrolled in the Agriculture &amp; Natural Resources program. This aspect of the program will be coordinated by the Agriculture teacher with resource assistance provided by coordinators employed through the Workforce Investment Act in the North Central Workforce Development Area #6. These coordinators will provide resource assistance as follows:</p> <p>Marathon County Partners in Education—Athens, Edgar, Marathon, Mosinee, Stratford, D. C. Everest, and Wausau.</p> <p>North Central Wisconsin Workforce Development Board &amp; Forward Service Corporation—Rhineland, Marshfield, and Wisconsin Rapids.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Employability Skills	CESA #9
<b>Project Description <i>continued</i></b>		<b>6-99091/R29-3</b>
<p>North Central Wisconsin Workforce Development Board &amp; Forward Service Corporation—Rhineland, Antigo, and Merrill.</p> <p>Overall coordination of the project will be provided by the CESA #9 Fiscal Agent LVEC. This person is also a member of the Youth Council for Workforce Investment Act Programs. This council has oversight responsibilities for the Employability Skills Program. The Youth Coordinator for the North Central Wisconsin Workforce Development Board will also be a resource person for the Employability Skills certificate program.</p> <p>The overall project is designed to serve 740 students in the cheesemaking unit, 85 students in Employability Skills, 25 students in the cheesemaking unit, and four students in the Employability Skills at Marathon High School.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills		200	50	50	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #10	(see below)	William Harycki	\$30,753		\$30,214	
Project Description				6-99101/R29-3		
Participating districts—Augusta, Cadott, Lake Holcombe, Loyal, Mondovi, Neillsville, Osseo, Spencer, Stanley, and Thorp.						
Implementation of a unit of instruction regarding cheesemaking will occur. This unit will lead towards the successful completion of the <i>Employability Skills</i> program that students will be enrolled in during the 2005-06 academic year.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills (SAE)		20	8	10	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #12	Bayfield	Fred Schlichting	\$28,432		\$28,432	
Project Description				6-99121/R29-3		
<p>The Agri-Research-Entrepreneurial-Economic (AGREED) Development Program is multi-faceted using agriculture in the broadest sense, as a school-based and work-based learning environment with emphasis on fruit production, aquaculture, and forestry so as to stimulate entrepreneurship and economic development first among students and then among community members. Students that successfully complete the program will earn the Supervised Agriculture Experience <i>Employability Skills</i> certificate.</p> <p>The three principles of classroom study, supervised agricultural/entrepreneurial/experiences, and the student organization FFA will be used to present theory, experiential learning, leadership, and authentic assessment. The school will adopt the A&amp;NR FFA Program Motto: Learning to Do, Doing to Learn, Earning to Live, and Living to Serve as the guiding principles in developing the AGREED program. The plan calls for the employment of a certified agriculture education teacher (.40 FTE) who will carry out the following action plan:</p> <p><i>Summer 05</i></p> <ul style="list-style-type: none"><li>•Formally establish Teacher Mentorship and begin relationship between program teacher and mentor</li><li>•Develop curriculum and identify resources in the selected areas of study</li><li>•Ready facilities and resources for first semester survey course</li><li>•Establish a set of knowledge and skills that students will have when exiting the program</li><li>•Charter an FFA Chapter and serve as FFA Advisor</li><li>•Work with local farm managers and aquaculture center manager to prepare for first semester course offerings</li></ul>						

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Employability Skills	CESA #12
<b>Project Description <i>continued</i></b>		<b>6-99121/R29-3</b>
<p><i>1st Semester</i></p> <ul style="list-style-type: none"> <li>•Continue Teacher Mentor involvement with program staff</li> <li>•Teach one Survey class representative of future classes or units of instruction to be offered in the AGREED program</li> <li>•Meet local staff and identify possibilities for integrating the content of classes into the AGREED Program and vice versa</li> <li>•Meet with community resources to develop strategies for placement of students into Supervised Agriculture Experiences (SAE)</li> <li>•Continue curriculum building and articulate courses with the technical college and UW system</li> <li>•Ready facilities and resources for second semester</li> <li>•Recruit students for second semester</li> <li>•Serve as FFA Advisor</li> </ul> <p><i>2nd Semester</i></p> <ul style="list-style-type: none"> <li>•Continue Teacher Mentor involvement with program teacher</li> <li>•Teach two blocks in which four major courses will be covered</li> <li>•Continue to develop facilities and resources for year two</li> <li>•Begin building relationships with middle school staff; research opportunities for students to work with elementary students</li> <li>•Expand familiarity with community resources</li> <li>•Seek outside resources as in-kind contribution to the program</li> <li>•Prepare students for competition in FFA leadership events to take place in spring</li> </ul> <p><i>Summer 06</i></p> <ul style="list-style-type: none"> <li>•Teacher Mentor program formal review and recommendations for future program development (DPI assistance)</li> <li>•Continue to develop curriculum in the four AGREED components</li> <li>•Place and supervise students in the Supervised Agriculture Experience (SAE)</li> <li>•Meet with other vocational faculty to develop program and curriculum integrations</li> </ul>		

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Employability Skills	CESA #12
<b>Project Description <i>continued</i></b>		<b>6-99121/R29-3</b>
<p>Courses offered in the AGREED program will include: Agriculture and Natural Resources Survey, Careers in Aquaculture, Careers in Fruit Production, and Careers in Forestry.</p> <p>One of the existing Science classrooms will be modified and equipped to accommodate the AGREED program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Production Agriculture YA		4	1	1	4
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitehall	Alma Center	Delaine Stendahl	\$4,136		\$4,136	
Project Description				6-64262/R29-4		
<p>The purpose of this project is to implement a <i><b>Production Agriculture YA</b></i> program for students who are interested in the field of Agriculture and Natural Resources as well as young entrepreneurs with skills necessary to compete in a highly technological and ever-changing workplace.</p> <p>The district anticipates enrollment of up to four students during the implementation year of this project. These students include nontraditional students, students facing academic and economic challenges, as well as high achieving youth. Individual students with high desire to become production agriculturists have been identified; this program will provide excellent motivation to become actively involved in designing an education program that fulfills these needs. Work placements for half of these students are already tentatively in place. The program is being proposed because of the effectiveness of Arcadia School District's pilot project two years ago and two other consortia districts this current year. The potential for this program to grow is great. With the area network of Agriculture and Natural Resource teachers, local LVEC, and Administrative and community business interest, there will be ample support to assist in implementation and continuation of the program. The instructor will be assisted by the LVEC/Program coordinator in completing necessary tasks and paperwork for students such as program applications, interviews and job placements, mentor training, education and training agreements, state reports, certificates, awards, banquets, etc. Two of the four students will be senior participants and the remaining students junior participants. This experience will allow the students to achieve academic attainment (1S1) and gain skill proficiency through classroom and workplace learning (1S2). Students will attain diplomas and complete the work-based learning content to attain the credential through DWD and DPI. (2S1/2S2)</p>						

## **Business and Information Technology Education**



Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word, Excel, and PowerPoint)	125	4	35	125
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Central Westosha	Central Westosha	Cindy Vaughn	\$17,913	\$17,913	
Project Description			6-50542/R29-4		
<p>The high school is seeking funds to become an authorized Microsoft Office Specialist (MOS) testing center and thereby improve the Business Education department. The district continually strives to provide students a curriculum that is both rigorous and relevant. By providing students an opportunity to become <i><b>MOS</b></i> certified in <i><b>Word</b></i>, <i><b>Excel</b></i>, and <i><b>PowerPoint</b></i>, students will gain the skills critical for the workplace and also continue education at the post-secondary level.</p> <p>Presently Word and Excel, both Microsoft Office application programs, are integral to two existing courses. Word is taught in the Computer Applications course and Excel is part of the Spreadsheets and Databases course. Through this project, PowerPoint will be added to the Computer Applications curriculum and opportunity for certification will be offered to all students enrolled in these two courses. In 2004-2005, approximately 115 students (total) were enrolled in these two courses.</p> <p>Each of these courses is aligned to the <i>Wisconsin Model Academic Standards for Business Education</i>. Each is articulated with Gateway Technical College; the agreement is current through 2008.</p> <p>There are five full-time instructors in the Business Education department. Of these, three already hold MOS certification in Word and Excel and will become PowerPoint certified prior to the start of the next school year. The remaining two teachers are committed to becoming MOS certified in the immediate future. During July and August, Lakeside Academy will be contracted with to provide staff onsite instruction in Word, Excel, and PowerPoint. Staff will also take the certification exams through Lakeside.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	MOS	Central Westosha
<b>Project Description <i>continued</i></b>		<b>6-50542/R29-4</b>
<p>Because of course structure and content, those enrolled in Computer Applications will test in Word and PowerPoint and those enrolled in Spreadsheets and Databases will test for MOS Excel certification. All students enrolled in each of these classes will take the respective certification exam and have an opportunity to re-test if necessary.</p> <p>To establish the high school as an authorized testing center, it is necessary to remove all firewalls while the examination is being administered. The computer lab is operated through the school network and the firewalls must remain enabled at all times. It will, therefore, be necessary for the high school to purchase two stand-alone, non-networked PCs on which to load and administer the test software.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	1	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Port Edwards	Pam Hilleshiem-Setz	\$9,584		\$9,584	
Project Description				6-99056/R29-3		
<p>It is the intent of this project to design, develop, and implement a <i><b>MOS</b></i> certification program for students. MOS certification is the premier Microsoft desktop certification and is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any application areas. This certification would provide an opportunity to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for high school business classes, and/or have a tool for testing out of a required course, and/or receive advanced-standing credit at technical colleges.</p> <p>The major components of this proposal include: 1) train Business Education teacher on MOS pre-assessment tool and explore the use of this software in classroom as a tool to assess students' ability to successfully pass up to two MOS certification exams; 2) develop course updates to instruct on MOS skills and encourage students to take certification exams; and 3) update current curriculum by including MOS and align to the <i>WI Business Education Standards</i>. To make earning MOS certification a convenient and more feasible option for students, the school will purchase two dedicated computers to do onsite testing. By providing this testing at the school, there is a higher rate of sustainability of continuing MOS certification within the school. The school can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>The business education teacher and part-time CESA 5 STW staff member who has worked with previous MOS grants will assist in implementing this grant project by setting up training and overall facilitation and evaluation of grant with the school through an extended employment contract.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		10	2	2	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #10	Granton	William Harycki	\$4,148		\$4,148	
Project Description				6-99104/R29-3		
As a small district (high school enrollment of 119 students), it believes that as many educational opportunities must be provided as possible for students. Because the district is located in a remote, rural area, it is extremely difficult for our students to be involved in high-rigor, work-based learning programs. The availability of providing students with the opportunity to earn the <i><b>MOS</b></i> certification would enhance creditionals as students move into post-secondary education programs or into the workplace.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	FBLA Achievement Awards		22	11	11	11
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Birchwood	Nancy Graese	\$10,236		\$10,236	
Project Description				6-99112/R29-3		
FBLA students are eager to begin earning the <i>FBLA Business Achievement Award</i> certificates. The FBLA students will develop four levels of leadership skills in the areas of business, education, and leadership by completing the required activities for Future, Business, and Leader Awards in service, education, and progress through working meetings with BIT staff, advisory committee, business leaders and community resource individuals. In building and applying real-world leadership skills, the FBLA students want to start a fitness center to benefit the general health and well-being of the local community as there isn't a fitness facility within a 20 mile radius of the school. Students in FBLA would be responsible for developing the business plan, researching other facilities, finding a location, conducting promotion and recruitment of members, learning accounting responsibilities, and management. The district will partner and meet with local business leaders and leading community organizations for expertise. FBLA students will be the workers responsible for operating the fitness center adding to career development experiences of gaining knowledge and skills through participation that applies to the attainment of the Wisconsin Employability Skills Certificate.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	CompTIA – E-Biz+		34	6	10	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Kettle Moraine	Kettle Moraine	Bill Herron	\$15,895		<del>\$13,800</del> \$0	
Project Description				6-13761/R29-5-0 (disapproved)		
<p>Title: CIW Foundations Industry Standard Certification Implementation for Website Development &amp; E-Commerce</p> <p>Overview: It is the intention of the district to provide students with cutting edge, relevant instruction that responds to the changing needs of the surrounding community, state, nation, and broader community. To this end, the Business and Information Technology department is requesting funds to serve as seed money to continue the journey into the next era of Business Education. Included in this request are the following:</p> <ul style="list-style-type: none"><li>-Curriculum Development</li><li>-Student Test Certification Fees</li><li>-Equipment &amp; Supplies</li><li>-E-Commerce Business Start-up funds</li></ul> <p>During the 2005-2006 academic year, a new course in Web Design and E-Commerce is being offered to students. The course is designed to run for an entire year and cover a broad range of concepts in Web Design and E-Commerce. In accordance with national, state, and local priorities/goals, the district seeks to provide students with a growing number of meaningful and relevant CTE programs leading to industry skill standard certification. This proposal seeks to add the CIW Foundations certification in three areas: Site Development Foundations, Internet Business Foundations, and Networking Foundations.</p> <p>In addition to providing students with cutting-edge, relevant instruction with the industry standard skill certification as an outcome, the program seeks to accomplish the following progress in the CPA core indicator areas:</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	CompTIA – E-Biz+	Kettle Moraine
Project Description <i>continued</i>		6-13761/R29-5-0 (disapproved)
<p>1S1 Academic Attainment: Curriculum will be developed to infuse regular academic proficiencies into daily lessons and activities. Additional measures will be taken to ensure that vocational education students enrolled in the Web Design and E-Commerce course will complete courses in line with graduation requirements.</p> <p>1S2 Skill Proficiency: The e-Biz+ certification will be used as a tool to measure student's capstone skill proficiency in this content area. The course curriculum will be designed to provide students with a real experience in the world of E-Commerce, opening and operating every aspect of a business during the course of the year.</p> <p>2S1 Completion: A portion of the course will focus on career exploration during which time students will hear from guest speakers, participate in field trips to area businesses engaged in E-Commerce, and conduct research on current employment opportunities within the field. These activities will be conducted in consultation with the LVEC and are intended to ensure that students experience a successful transition from School-to-Work by graduating on time.</p> <p>2S2 Diploma Credential: Students will be provided with the opportunity to test for the <i>e-Biz+ Skill</i> Certification. Additionally staff will engage WCTC and other institutions of higher education in dialogue to explore the possibility of transcribed credit and advanced standing opportunities.</p> <p>Part of preparing students for careers in cutting edge technologies is familiarization in the use of technology. To this end, the district intends to provide students with a cutting edge learning experience, where students are engaged not just as learners but also as teachers. Specifically a SmartBoard will be purchased and mounted on the wall in the classroom which will allow students to work in a highly technologically advanced laboratory setting. Students will become familiar with the use of the technology and frequently be expected to use the technology as a part of classroom presentations designed to emulate the presentation and communication skills all web designers must have. A critical part of the curriculum is focused not simply on teaching students design concepts but the business principles necessary to put good design into profitable business use. The Smart Board, and its use in the classroom, is a critical component.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	FBLA Achievement Award		10	5	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
LaCrosse	Lincoln Middle School	Annette O’Hern	\$2,225		\$2,225	
Project Description				6-28493/R29-3		
<i><b>FBLA Business Achievement Award</b></i> This award consists of four levels of leadership achievement: Future, Business, Leader, and America Awards. FBLA middle level students will be working to achieve the FBLA Future Award which focuses on basic business skills, introduction to community service, and FBLA involvement at the local level. To achieve this award, students will be completing activities and concepts concerning service, education, and progress. Upon completion of these activities, members will understand the link between a community and the success of business; members will be more prepared for the future by better understanding business and the world of work, and members will also have a better understanding of the local, state, and national levels of the FBLA organization and how they complement each other.						



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	IC3		30	20	25	22
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Marshfield	Marshfield Middle	Jane Wagner	27340		27340	
Project Description				6-33392/R29-4		
<p>The district has a history of offering outstanding Business Co-op Certified Skills certificate programs for junior and senior students. To expand this excellent tradition, the Business and Information Technology educators would like to add <b>IC3</b> certification to the middle school’s Career Quest curriculum. The Career Quest integrated course is taught by a Business and Information Technology educator, Family and Consumer educator, Technology educator, and Guidance counselors. The year-long course is required for all students so there will be a significant number of students who could earn IC3 certification.</p> <p>The purpose of this proposal is to fully integrate the curriculum in the Business and Information Technology and Technology Education departments by each instuctor teaching the concepts required in the three-part IC3 exam. Because of this collaborative effort, the percentage of eighth grade students achieving technological literacy will increase to 100% as required by the No Child Left Behind legislation. This program will provide the opportunity for students to earn a globally-recognized certificate for digital literacy and desktop computing proficiency. Currently, the district is not offering any national certification opportunities for students in the middle school.</p> <p>Funding from this proposal will be used to train the Business and Information Technology and Technology Education instructors, purchase textbooks and resource materials, provide technology for the delivery and certification of the IC3 program in the middle school, and purchase the IC3 exams and practice software for students. The district will provide the Internet software, computer software, and networking software needed to deliver the curriculum.</p> <p>IC3 certification is the ideal starting point for anyone interested in learning computer and Internet basics. The program gives</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	IC3	Marshfield
<b>Project Description <i>continued</i></b>		<b>6-33392/R29-5</b>
<p>individuals sufficient Internet and computing literacy skills to enter current job markets or begin higher education programs. The target population for IC3 certification will be middle school students, high school students, employees who use technology on the job, and anyone, young or old, who wants to gain a working knowledge of computers and the Internet. Parents, community members, and high school students will be invited to earn IC3 certification. Students from neighboring schools will be welcome to take the exams. Posters and flyers will be created to market the program to community members and other district residents. Certification programs available in the district will be advertised on the local cable channel. Newspaper articles will be written to inform the community about the certification exams in Computing Fundamentals, Key Applications, and Living Online. To become IC3 certified, the individual must pass all three exams. Each exam takes less than an hour to complete.</p> <p>Successful completion of the IC3 exams could result in exemption from the final exam in the required half-credit Computer Science class. This is justified by the amount of knowledge and skills students have demonstrated by passing all three exams.</p> <p>Students who complete the IC3 certification may apply for college credit through the American Council on Education (ACE) member institutions. The college or university that the student attends will independently decide whether to grant credit and waive associated tuition requirements. High school graduates who attend Wisconsin Technical Colleges may earn advanced standing in Micro Computer Operations. An agreement for advanced standing in Micro Computer Operations currently exists between the high school and Mid-State Technical College.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		30	30	30	30
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	Milwaukee Pulaski	Ray Yankus	\$15,474		\$13,000	
Project Description				6-36195/R29-5		
<p>The Business Education department will implement and incorporate the use of <i><b>MOS</b></i> (Microsoft Office Specialist) into the curriculum. The department will also become a certified testing station for students. “The premier certification for desktop applications is the Microsoft® Office Specialist (Office Specialist) program, a globally recognized standard for demonstrating desktop skills with the Microsoft Office suite of business productivity applications. By encouraging individuals to develop advanced skills with Microsoft's leading business desktop software, the Office Specialist program helps fill the demand for qualified knowledgeable workers in the modern workplace. At the same time, Office Specialist helps satisfy an organization's need for a qualitative assessment of employee skills.” (Certiport.com, February, 2005) An articulation agreement already exists with Bryant &amp; Stratton College and Milwaukee Area Technical College (MATC) for the transference of college credit for many business classes. The MOS certification class will be included in the articulation agreement.</p> <p>Business students who have met the prerequisites of Keyboarding and Information Processing will be able to enroll in the MOS certification course.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	FBLA Business Achievement Award		90	89	45	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	Milwaukee Washington	Ray Yankus	\$21,270		\$10,000	
Project Description				6-36195/R29-5		
The high school of expeditionary learning, WHSoEL, is a new "small" high school derived from the small learning communities reform of MPS. WHSoEL's focus is a hands-on approach that will allow students to take the concept learned in the classroom and apply it to the world outside of the classroom and the school. This pedagogy will allow staff and students to build relationships, foster respect, responsibility, confidence, and character. WHSoEL will utilize the curriculum of <i>Future Business Leaders of America Business Achievement Award</i> to prepare students for life in and after high school. This program will be in addition to the NAF academy of travel and hospitality which prepares students for various careers in this sector of the economy. Students will be exposed to the variety of skills and knowledge needed to be successful in today's business industry. Skill standards portfolios will be completed by all students. Students completing this program will obtain certification specifically stating qualifications. This certificate can be used for obtainment of employment and transition to post-secondary education.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word and Excel)		40	10	40	40
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitnall	Saint Francis	John Hedstrom	\$10,200		\$6,200	
Project Description				6-64701/R29-4		
<p>This grant is addressing the initial implementation of a <b>MOS</b> student training program. At this time, the district is in the first stage of implementing the MOS program.</p> <p>At the present time the district offers an entry-level software training course “Word Processing” and “Advanced Word Processing.” This currently serves over 90 students enrolled in one or more software-based courses. In addition, an FBLA chapter has been established modeling the Outstanding Chapter Award Guidelines and the Membership Program. The local program will offer two advanced courses and provide resources for students to obtain credited work experience, mentorship, and youth apprenticeships.</p> <p>The local program seeks to enhance the validity of the current MOS program. The high school will start the MOS program by offering certifications for <b>Word</b> and <b>Excel</b>, with plans to introduce more certifications (PowerPoint, Access, and Outlook) in future years. The implementation of the MOS program will help increase accountability of the teacher, increase student learning, and enhance the portfolios and resumes via formal recognition of learning achievements by an objective third party documentation of the learning achievement through the use of the MOS program certificate. The local program also seeks to utilize the MOS program to aid in connecting high achieving students with business partners and use the institute as a platform to encourage articulations of high school and college curricula. Specifically, the district plans to incorporate the usage of online exams that help to ensure valid, objective, and reliable test-taking procedures.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	FBLA Achievement Award		20	2	4	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$11,812		\$8,500	
Project Description				6-66851/R29-5		
<p>This project, <b><i>FBLA Business Achievement Award</i></b> certificates, is one of Business and Information Technologies’ (BIT) three major program model priorities. Business skills, leadership in the community, communication and career development are major components in FBLA. Having a certification available for students to work toward is definitely something worth pursuing. The school has a very active FBLA student organization and has had state officers. The district would like to expand and strengthen the local chapter by offering this achievement award certification. First, advisors from FBLA will organize activities, integrate classroom activities, attend and/or chaperone the students in FBLA at leadership labs, business training sessions, communitiy projects and competitions. This would expand the training materials available and allow the advisors and BIT classes to utilize the very best materials available. Second, the district will continue to update the curriculum in all areas of BIT to strengthen the leadership skill training, education (business skills), and service-learning components.</p>						

## **Family and Consumer Education**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ProStart		36	6	14	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #3	Cuba City	Tom Martin	\$11,681		\$8,287	
Project Description				6-99031/R29-3		
Academic Attainment—The ProStart program created by the Wisconsin Restaurant Association (WRA) and the National Restaurant Association Educational Foundation (NRAEF) will be incorporated into the current curriculum. Food Service classes have been extremely popular. The restructuring of current curriculum to the <i>ProStart</i> model will much better reflect student learning as well as provide the most industry practices and will be in line with most post-secondary culinary programs.						
Skill Proficiencies—At this point, students complete the Food Service course with no recognition for what is accomplished, except for the 1/2 credit earned, unless the student continues with the Food Service Co-op. Second year students may take an Advanced Food Service class that fits skills in the Co-op. ProStart student progress will be tracked by criteria set up through the program. With equipment purchased through the grant, students will learn new skills that have not been possible up to this point. Students who pass the ProStart final exam will earn the ProStart certificate from the National Restaurant Association. This is in addition to the skills that each has mastered over the semester. These skills can be applied to the Food Service State Skilled Co-op list if the student is progressing through the program.						
Completion—The graduation rate is about 98% and students who begin the Food Service course do complete it. While many students have been successful, a ProStart curriculum will allow students to increasingly make the connection between core academic areas and critical employability skills that are embellished in the Food Service class. The ProStart curriculum with its rich research-based pedagogy has many corollaries between academic and career and technical education; students are learning about facets of the Food Service industry and are also applying communication, math, science, and strands of social sciences. The teacher feels that by attending the NRAEF Summer Institute and working on the curriculum over the summer to be better prepared to help the students gain						



Funding Source	Type of Certificated Program	Fiscal Agent
FCE	ProStart	CESA #3
<b>Project Description <i>continued</i></b>		<b>6-99031/R29-3</b>
<p>the skills needed to and successfully pass the course and exam. This will make the students better employees upon entry into the workforce. Many students have jobs through high school, but this program will provide more opportunity to grow.</p> <p>Diploma Credential—Currently, students earn 1/2 credit per semester for each Food Service class. With the ProStart program, students will also earn a ProStart certificate from the National Restaurant Association, as well as a certificate from the Department of Public Instruction upon completion of the State Skills Co-op program. Students may receive advanced standing credit from nine different technical colleges or the University of Wisconsin-Stout if the student succeeds both years. Underclassmen will be more prepared to advance in other areas that the Restaurant Association offers, such as ServSafe. If all goes well, the instructor may look into teaching ServSafe in 2006-07, if the funds are available.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership		20	5	10	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA 3	Wauzeka-Steuben	Tom Martin	\$5,018		\$5,018	
Project Description				6-99033/R29-3		
<p>The district currently offers a comprehensive family and consumer education program. This project focuses on developing leadership skills for high school students in the school and community setting. Through the years of teaching family and consumer education, the teacher has witnessed many students in leadership roles, both in FCCLA and other student organizations and have had the great privilege of working with regional and state officers and seeing national officers in action. The LVEC has noticed, particularly on the local level, that some students struggle with leadership responsibilities, others blossom over time, while yet others seem to have innate abilities to lead. This phenomenon inspired the teacher to record these observations and begin researching ways to prepare students to be better leaders. The instructor consulted with other staff members at the school, colleagues in the field, administration, and post-secondary representatives to obtain input. Students were informally interviewed to determine what attributes were expected in the class and organization officers. Members of business and industry were contacted to find out what leadership traits were important at the work setting and to gain suggestions on how secondary teachers could better prepare young adults to fulfill those expectations. Professional articles and books suggested that students who develop leadership skills prior to high school graduation, have a higher likelihood of success on the job and are more likely to benefit from volunteerism in the community. Since this is a small rural school, students don't have as many choices for extra-curricular activities. However, in order to keep the few organizations functioning, many students are involved in most of the groups that are available. The students need to find ways to create a balance for all the responsibilities assumed. All students have leadership potential that develops in different ways over time. For all these reasons, it is important that formal leadership instruction be made available.</p> <p>Students need to be prepared for leadership as teenagers as well as exposed to opportunities for adulthood. Often the young people</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #3
<b>Project Description <i>continued</i></b>		<b>6-99033/R29-3</b>
<p>don't know how to utilize leadership skills as adults. The Leadership for Today and Tomorrow class was introduced during the 2004-2005 school year, but there is a need to improve and expand the course to include components that are compatible with the Youth Leadership Skill Standards, the academic standards for family and consumer education, and service learning. The course will include the six categories of the <b>Youth Leadership</b> Skill Standards: Self Management; Communication and Critical Thinking; Media and Technology; Interpersonal, Conflict Management, and Democratic Organizational and Small Group Skills; Practical Ethical Standards and Behaviors; and Democratic Discussion and Problem-Solving and Reasoned Action Skills. The Leadership for Today and Tomorrow class will also include work with the Seven Habits of Highly Effective Teens, learning to conduct a business meeting, and implementing a service-learning project determined by the students. The students will meet with various student and adult leaders to examine opportunities for the future. Individuals will be invited as guest speakers in the classroom. Students will also experience a more authentic example of adult leadership by visiting leaders in business, industry, and government settings. As an extension of classroom learning and an application for FCCLA members, students and the adviser will attend the career and technical student organization leadership experience at Wisconsin Dells. This will be a new experience for students and an opportunity to build for future years. A culminating activity for the Leadership for Today and Tomorrow class will involve the planning, organizing, and implementing a Leadership Camp for sixth graders by preparing the children for future roles as leaders in middle school classes and organizations.</p>		
<p>Student portfolios will document work toward meeting the competencies, with emphasis placed on electronic or other non-traditional portfolio development. A laptop computer requested by this grant will be used for students to submit work, share with others during classroom instruction, and showcase leadership growth and development with others. The instructor will be able to access student work at any site and develop strategies that incorporate technology in the classroom. The laptop computer will also be used for FCCLA work at the local, state, and national levels, communicating with other chapters, collaborating with other state officer teams, and connecting with families, business, and the community. Students in the Leadership for Today and Tomorrow class will be</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #3
<b>Project Description <i>continued</i></b>		<b>6-99033/R29-3</b>
<p>mentored by a community leader, will be trained to be a mentor for younger children, and will be teamed with a student referred by parents or teachers. The student will meet with a young person at least once a week during the semester when the course is offered, continuing as a volunteer through the rest of the school year.</p> <p>In order to plan for the Leadership for Today and Tomorrow course for next school year and beyond, new resources must be purchased to replace or complement the current items. Time must be spent to read those resources, determine how concepts and activities will fit with the skill standard categories, mentoring training, or other leadership instruction. This will result in writing a dynamic relevant curriculum that makes a difference for students.</p> <p>This course will focus on advanced study in the family and consumer education standards of Personal and Social Responsibility and Learning to Learn. Students will explain what it means to assume personal and social responsibility as a family member and citizen and will develop, implement, and assess a service-learning project and describe changes in personal resources for judging and improving leadership skills. The student will demonstrate the ability to attend to learning tasks, set learning goals, monitor attitudes, and use self-evaluation skills. Writing will be integrated as students prepare portfolio, journal, and mentoring log entries. Leadership skills will be enhanced through involvement in FCCLA. Students will complete the competencies and receive a Youth Leadership Skill Standards certificate which will enhance job seeking and performance skills. Through classroom instruction, hands-on learning, and competency accomplishment, students will learn essential leadership skills for their lives now and in the future.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		6	2	3	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA 5	Auburndale	Pam Hilleshiem-Setz	\$4,412		\$4,412	
Project Description				6-99052/R29-3		
The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program, <i>Assistant Child Care Teacher</i> (ACCT). The community is small and offers limited employment opportunities. However, by implementing the Assistant Child Care Teacher program, the district will be addressing a universal community need for skilled childcare workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the courses related to ACCT. It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences had as an ACCT. By awarding this grant to the FCE program, the district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, and create business links that will enhance learning and provide students with certificated-based skills that will be useful in the future.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		6	2	3	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Necedah	Pam Hilleshiem-Setz	\$4,412		\$4,412	
Project Description				6-99054/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program in <i><b>Food Services Co-op</b></i>. Using the Food Services Co-op skill certificate, the curriculum will be strengthened and components of the ProStart resources will be integrated. The community offers limited employment opportunities; it is with the successful completion of the Food Services Co-op that a universal community need for skilled workers will be addressed and the students will be provided with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the Wisconsin Technical College System.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of ProStart and linking with business/industry, a network of learning opportunities for students will be created and ultimately enhance the FCE departmental program.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS	6	2	3	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #5	Nekoosa	Pam Hilleshiem-Setz	\$4,412	\$4,412	
Project Description			6-99055/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program in <i><b>Food Services Co-op</b></i>. Using the Food Services Co-op skill certificate, the curriculum will be strengthened and components of the ProStart resources will be integrated. The community offers limited employment opportunities; it is with the successful completion of the Food Services Co-op that a universal community need for skilled workers will be addressed and the students will be provided with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the Wisconsin Technical College System.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of ProStart and linking with business/industry, a network of learning opportunities for students will be created and ultimately enhance the FCE departmental program.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		6	2	3	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Randolph	Pam Hilleshiem-Setz	\$4,412		\$4,412	
Project Description				6-99056/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program in <i><b>Food Services Co-op</b></i>. Using the Food Services Co-op skill certificate, the curriculum will be strengthened and components of the ProStart resources will be integrated. The community offers limited employment opportunities; it is with the successful completion of the Food Services Co-op that a universal community need for skilled workers will be addressed and the students will be provided with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the Wisconsin Technical College System.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of ProStart and linking with business/industry, a network of learning opportunities for students will be created and ultimately enhance the FCE departmental program.</p>						



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		6	2	3	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Tomorrow River	Pam Hilleshiem-Setz	\$4,412		\$4,412	
Project Description				6-99059/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program in <i><b>Food Services Co-op</b></i>. Using the Food Services Co-op skill certificate, the curriculum will be strengthened and components of the ProStart resources will be integrated. The community offers limited employment opportunities; it is with the successful completion of the Food Services Co-op that a universal community need for skilled workers will be addressed and the students will be provided with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the Wisconsin Technical College System.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of ProStart and linking with business/industry, a network of learning opportunities for students will be created and ultimately enhance the FCE departmental program.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		6	1	1	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wautoma	Pam Hilleshiem-Setz	\$3,360		\$3,360	
Project Description				6-990511/R29-3		
The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program, <i>Assistant Child Care Teacher</i> (ACCT). The community is small and offers limited employment opportunities. However, by implementing the Assistant Child Care Teacher program the district will be addressing a universal community need for skilled childcare workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the courses related to ACCT. It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences had as an ACCT. By awarding this grant to the FCE program, the district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, and create business links that will enhance learning and provide students with certificated-based skills that will be useful in the future.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Services CS		12	2	4	9
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wisconsin Dells	Pam Hilleshiem-Setz	\$4,412		\$4,412	
Project Description				6-990514/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program in <i><b>Food Services Co-op</b></i>. Using the Food Services Co-op skill certificate, the curriculum will be strengthened and components of the ProStart resources will be integrated. The community offers limited employment opportunities; it is with the successful completion of the Food Services Co-op that a universal community need for skilled workers will be addressed and the students will be provided with skills and experience necessary to be gainfully employed upon graduation from school. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the Wisconsin Technical College System.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of ProStart and linking with business/industry, a network of learning opportunities for students will be created and ultimately enhance the FCE departmental program.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ProStart		20	2	4	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #10	Stanley-Boyd	Bill Harycki	\$23,394		\$2,583	
Project Description			6-99105/R29-3			
By starting a <b><i>ProStart</i></b> program, the students will receive an overview of the restaurant and food service industry and valuable information about career opportunities. The program also explores dining room service and skills and gains an in-depth knowledge of culinary basics. Once the instructor becomes a certified ProStart educator, the plan is to update and bring the FCE program to the 21st century. The ProStart Program is a semester class that will meet for one hour/day for 18 weeks. During those 18 weeks, the students will be provided educational instruction needed for them to successfully pass the ProStart test and become certified. The ultimate goal is to create a Café to showcase the food service students' knowledge of the culinary profession. Students will also work towards the Wisconsin Employability Skills Standards certification. Many university hospitality programs accept ProStart courses for college credit. After completing the program, the students will have met high standards of excellence in the restaurant and food service industry.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		25	8	12	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA 11	Ellsworth	Nancy Graese	\$10,054		\$9,260	
Project Description				6-99117/R29-3		
<p>The district has completed a self-analysis of the current Family and Consumer Education classes and recognizes a distinct need for expansion into certified skills co-op programs. The district has a strong family and consumer education program with three levels of offerings in areas related to food service including a beginning level course called Foods and Your Future, a second level course called Advanced Foods, and a third course called Beginning Chefs. However, there are no certified skills co-op programs.</p> <p>The district would like to expand the beginning chefs class to incorporate the skills standards in the certified skills co-op in food service and is requesting resources to help meet this goal. The district is requesting textbook resources (30 @ \$50 each=\$1,500), various lab resources to facilitate teaching the expanded certification (thermometers, tablecloths, dishes, serving trays, cookware, servers, etc.,=\$6046), classroom resources including food service videos (\$223), funds to develop the local collaborations with area food service organizations (8 hours x \$15 = \$120 sal. + \$21 frg.) and funds for time to incorporate the skills standards into local curriculum (16 hours curriculum writing @ \$15 = \$240 sal. +\$ 42 frg.).</p> <p>This proposed program will help FCE staff meet the <i>Wisconsin Standards for a Quality Program in FCE</i>, particularly standard 11 under curriculum, instruction, and student assessment as students carry out active performance-based learning experiences in real-world contexts. This proposal also helps meet standard 17 under parent and community involvement as formal collaborative and cooperative relationships are established with business and industry. The additional resources will also help meet standard 19 in which equipment, technology, materials, and supplies are accessible, up-to-date, safe, well-maintained, and meet the student's instructional needs.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Food Service CS	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99117/R29-3</b>
<p>The district has one family and consumer education teacher who is certified with Food Service licensure and will be involved in teaching and supervising the <i><b>certified skills co-op in Food Service</b></i>. The teacher holds a #22, pK-12, 210 license in family and consumer education, a 213 Food Services license, and a 211 Child Care license. There are two additional FCE teachers in the department; it is a strong program which the district wants to keep and fully maintain.</p> <p>Enrollment in Family and Consumer Education classes has held strong, with 587 students participating at the high school level in 04-05. This is an increase of 21% over last year. Technical colleges and immediate entry into the workforce have been high choices for the students, with 48% of graduates choosing either a two-year technical college or immediate employment after graduating in 2004. In 2003, 54% of the graduating seniors chose these options, and in 2002, 46% chose a technical college or employment upon graduation. These statistics indicate a strong need for certificated programs in the district in order to help students connect with further education in a technical college or prepare for immediate entry into the workforce. The district has an excellent set-up for expanding offerings to include the food service certification but there has been a lack of funds in the district budget to add or expand any program. It is the district's desire to strengthen and enhance the family and consumer education program, increase student preparedness for the world of work, and increase employability skills through this proposed grant.</p> <p>The issues identified in the local plan related to global economy factors and difficulty in maintaining a workforce with sufficient skill levels are addressed through this application and the opportunities students will have through the enhanced family and consumer education curriculum in the area of food service and the opportunities to earn the food service skills standards certificate. These opportunities also address the local plan to move from teaching subject matter about family and consumer education to developing critical skills used in food service careers. The enhanced curriculum, practical opportunities to apply principles in school-based simulations, and on-the-job sites in food service businesses also relate to the local project as academic and career and technical competencies are reflective of the knowledge, attitudes, and skills desired in the labor force.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Food Service CS	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99117/R29-3</b>
<p>Local staff who will work with the instructor in ensuring success of this project include two co-workers in the FCE department providing consultation and support, high school principal, high school guidance counselors, and director of curriculum and instruction. The school-to-work coordinator will assist the instructor in finding job placements in the food service area and provide support for the completion of skills standards certificates.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Family and Community Services		36	20	13	2
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Marshfield	Marshfield	Jane Wagner	\$14,000		\$14,000	
Project Description				6-33391/R29-5		
<p>The primary purpose of this project is to expand certificated FCE work-based learning opportunities to include <i><b>Family and Community Services</b></i>. Currently skills certification is available to students in Child Services and Food Services. The 12 year old Careers with Kids class is taught by two FCE instructors. Approximately 65 students complete the class each year with an average of 50 students completing certification in ACCT. Half of those students continue education in the co-op earning Child Care Teacher certification through a work-based learning experience in the senior year.</p> <p>This grant will allow students to prepare for entry-level professional careers in family and community settings/agencies that serve people from birth to death. Approximately 36 students annually enroll in the Caregiving and Community course to learn to create a more caring school, community, and society for youth, special needs people and the elderly. Students construct community projects for others while experiencing the meaning of "giving" and "caring." Students will begin to complete competencies and gain hands-on experience with elderly and children in the proposed Intergenerational Day Care facility near the high school. As seniors, these students may work in private, non-profit agencies to complete the requirements for Family and Community Services certification. One of the worksites will include the proposed Intergenerational Day Care facility.</p> <p>During the past four years, FCE students and teachers, along with ten dedicated community volunteers have raised over \$75,000 to build the Tiny Tiger Child Learning Center. The vision for the Center expanded in April 2004 proposing to include Adult Day Services in the same building as the Tiny Tiger Child Learning Center. No funds have been raised for the Adult Day Services program as yet.</p>						



Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Family and Community Services CS	Marshfield
<b>Project Description <i>continued</i></b>		<b>6-33391/R29-5</b>
<p>A grant is being submitted to the United Way for operational costs of the Adult Day Services program. Since students could use this facility as a "learning center for all ages," the focus of this 10% grant is to request funding to support development and implementation of the Adult Day Services learning center. By using this facility as a worksite, students have potential to earn the Family and Community Services certification while observing how both seniors and children grow together.</p> <p>The Intergenerational Day Care momentum has been increasing as the United Way identified quality childcare and elder care as two of the greatest needs in the community. The proportion of people age 65 and older in Wood County is higher than that of the state as a whole: 15.3% versus 13.1%. Although most services for seniors are available, services such as adult day care are difficult to access. A Board of Directors is being formed to oversee the marketing and further development of the Adult Day Services program that will be coordinated by a high school graduate completing a bachelor's degree at UW-Stout in Human and Family Services. Through collaborative teamwork between the graduate and a long-time Family and Consumer Education Advisory Committee member and owner of Child Care Centers of Marshfield, a non-profit Intergenerational Day Care with a high tech learning center, will be constructed for families, students, and community members. This facility will be adjacent to the high school in order to facilitate increased student interactions and observations. The space will provide educational support through interactive programs that benefit students, area families, and the community-at-large and will provide a unique opportunity for all to look at family units from diverse perspectives. This center will enhance interdisciplinary opportunities to work with individuals across the lifespan and to build bridges that connect the generations. Students who have completed Family and Consumer education courses will be able to access the center for authentic service-learning experiences further developing citizenship. FCCLA Star Event competition will be encouraged for students who have excelled in the field of Family and Community Services.</p> <p>Funding from this grant will be used to purchase resources for the Intergenerational Day Care program, provide staff development for FCE educators, and support start-up costs of the high tech learning center that will be used by students weekly for observation and participation with children and elderly. Furthermore, FCE teachers will investigate the potential for developing a Careers with Seniors class to focus on knowledge and skills needed to enter occupations in geriatrics.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		20	5	2	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
McFarland	McFarland	Paul Rush	\$6,400		\$6,400	
Project Description				6-33814/R29-4		
<p>The proposed project will be implemented in the Family and Consumer Science Education program. It will involve students in grades 10-12 with interest in the food industry. The project will involve classroom instruction, laboratory experience, and supervised work experience.</p> <p>Classroom instruction and laboratory experiences will cover basic skills, personal and interpersonal skills, thinking and information processing skills, technology systems, introduction to food industry, nutrition and menu planning, sanitation and safety, dining room service, food preparation, garde manger and baking to provide opportunites to achieve food service skill standards and employability competencies necessary to receive the Wisconsin Cooperative Education <i>Skill Certification in Food Services</i>. Classroom instruction will also provide opportunities to receive MATC course credit. It is necessary to write the course and align the curriculum to meet DPI skill standards for food services and complete an articulation agreement with MATC to provide this classroom instruction to students.</p> <p>Supervised work experience will be provided by local workplace mentors matching student's needs and career goals. Work experience will support classroom instruction and will provide opportunities to assess the technical skills and competencies necessary to perform to receive the Wisconsin Cooperative Education Skill Certification in Food Services.</p> <p>Career and technical student organizations, such as FCCLA, will support and enhance school-based and work-based learning. Specifically, participation in FCCLA will strengthen technical skills and interpersonal communication as well as link classroom instruction to the world of work. Students participating in FCCLA will enhance the ability to complete the food industry-based skill standards.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership		90	89	42	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	Milwaukee Washington	Ray Yankus	\$21,716		\$21,716	
Project Description			6-36196/R29-5			
The High School of Law, Education, and Public Service (LEAPS), is a “small” school on the Washington Campus. The teachers in this school use the service-learning model to deliver curriculum. The curriculum integrates the vocational, academic, and technical components. LEAPS is affiliated with the National Academy Foundation (NAF) Academy of Finance. Through the 10% grant, FCCLA, a vocational and leadership youth organization, will be activated in classes and as an after school option for students. <b>Youth Leadership</b> Skill Standard portfolios will be created for all students in the school. Academic, technology, and vocational staff members will collaborate to integrate the Youth Leadership Skill Standards into each subject area. Throughout the school year, the students will be provided with strong experiences in and understanding of all aspects of an industry through grant-sponsored all school/community projects, volunteer positions for students in grades 9 and 10, and internships in grades 11 and 12. The school will articulate with MATC and Marquette University so that the students will have opportunities for college level credits and/or advance standing while in high school. A school advisory board with a Youth Leadership board component will coordinate the Youth Leadership Skill activities.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		12	4	2	12
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waterloo	Cambridge	Bill Gronley	\$7,728		\$7,728	
Project Description				6-61181/R29-4		
<p>The Family and Consumer Education (FCE) department is a comprehensive, standards-based program with three areas of emphasis: the family setting, family and consumer services, and FCCLA (Family, Career and Community Leaders of America). A goal of the long-range FCE Program Plan is to incorporate certified skill standards certification programs in the curriculum. Based on the need for high quality childcare options for families, and the outcry by childcare providers for well-prepared employees, the inclusion of the <i>Assistant Child Care Teacher</i> (ACCT) program will help meet these needs.</p> <p>A needs assessment was conducted based on <i>Standards for Quality Programs in Family Consumer Education</i> provided by DPI. This process served as a self-evaluation tool to identify current status and areas that need improvement. The findings indicate the FCE program:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> met 11% of the standards/criteria</li><li><input type="checkbox"/> approached meeting 18% of the standards/criteria</li><li><input type="checkbox"/> did not meet 71% of the standards/criteria.</li></ul> <p>This grant application would assist staff in meeting more of the standards. A top priority is to ensure the ACCT program is rigorous academically along with teaching the necessary technical skills. Curriculum maps for each class will identify Wisconsin academic standards met along with national Family &amp; Consumer Sciences standards.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	ACCT	Waterloo
<b>Project Description <i>continued</i></b>		<b>6-61181/R29-4</b>
<p>The student enrollments for the 2005-06 school year result in both the Parents and Children and Working with Children classes being taught. The FCE staff holds a 210 license and is vocationally certified. The required content for ACCT will be included in a combination of the two semester courses, i.e., ACCT completers being eligible for certification by the spring of 2006. A formal partnership will be established with a certified ACCT program taught by a FCE teacher holding a Child Services vocational certification.</p> <p>An expansion of input from business and industry at the high school level will provide increased input and feedback regarding the implementation of the ACCT program. Specifically, a means to enrich work-based learning options for the students will be a priority for the advisory council. Providing information/updates on DHFS standards for childcare providers will also be crucial input for the high school program.</p> <p>FCCLA has a proud history at the high school. Utilizing FCCLA national programs, such as Families First and Leaders at Work, will enhance youth-centered leadership skills. Class projects will include Focus on Children, Employee Portfolio, and Child Services Lesson. These FCCLA projects will ensure connections by students between the school-based and work-based learning components. A Portfolio Center will be established in the FCE classroom to serve as a student lab throughout the day. Portfolios will be electronically based. Students will transport documentation to work-sites via a laptop computer for validation with business representations and presentations.</p> <p>Three project goals have been identified:</p> <ul style="list-style-type: none"> <li>▪ Expansion of Cooperative Education Skill Standards Certificate in childcare services,</li> <li>▪ Enhancement of input from business and industry representatives to upgrade ACCT program,</li> <li>▪ Integration of FCCLA programs/projects as classroom instructional extensions to increase options for youth-centered leadership.</li> </ul>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service–Baking Specialty CS	5	2	2	3
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Watertown	Watertown	Cindy Sandberg	\$36,399	\$22,297	
Project Description			6-61951/R29-5		
Project Description: <i>Food Service-Baking Specialty CS</i>					
The Food Service-Baking Specialty CS project is an interdisciplinary project designed to give students the opportunity to develop career and technical education training in the area of baking which will lead to the development of entrepreneur skills in the hospitality field and advanced placement and transcribed credit at the post-secondary level.					
A curriculum will be written for a semester course in baking that will meet the National Baking Association standards. The curriculum will include an entrepreneur baking operation with a storefront. Students will develop skills in large quantity production of baked items which will then be packaged, labeled, and sold. Some of the baked items will be sold in sandwich and dessert forms to be eaten in the storefront. Beverages will also be offered so students will have a realistic bakeshop experience.					
Components of the curriculum will include lesson plans for use in the following areas: baking math, principles of baking, quick breads, doughnuts and fritters, cookies, pies, cakes, sauces, creams, custards, puddings, icings, frostings, French pastries, cheesecakes, yeast breads, and beverage production. The students will progress beyond identifying nutritional baking to produce nutritional baked goods as well as preparing the traditional baked good recipe and then analyze the affect on market demand. The baking students will also develop recipes and nutritional label information.					
A six- to eight-week trial run of Food Service-Baking Specialty CS project will be included in an already existing food service co-op					

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Food Service–Baking Specialty CS	Watertown
<b>Project Description <i>continued</i></b>		<b>6-61951/R29-5</b>
<p>class with a full semester baking course proposed for the 2006-2007 school year. Being this is a shortened version of the semester program, the students will attain the standards that are deemed by the advisory committee as the most important toward attainment of this certification. A team of family consumer education food service/culinary instructors from area high schools and post-secondary schools, local food service operators, and a baker will form an advisory committee to review curriculum and make suggestions. The teacher of the proposed semester baking course will take an instructors course in teaching baking offered by the National Restaurant Association to insure that industry and post-secondary standards are taught.</p> <p>The interdepartmental approach to making this project a success includes the following curriculum areas: technical education students will help with the design and production of the physical store front to include the cabinets, tables, and counters. Art students will assist in the decorating of the storefront. Graphic arts students will develop the layout for the packaging and the product label design. Printing students will do the production of the labels for the assorted baked items. Through a cooperative effort with the business education division, students will mentor baking students to use accounting software.</p> <p>A goal of this project will be to continue the success of this division in gender equity and giving students additional certification along with advances at the post-secondary level through transcribed credit and/or advance standing.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS, ServSafe		10	2	3	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitnall	Whitnall	John Hedstrom	\$36,175		\$10,264	
Project Description			6-64702/R29-4			
<p>The district is asking for grant money to improve Family and Consumer Education programs. The focus of this grant would be to revise curriculum and to start a <i>Food Service Skills Co-op</i>.</p> <p>The district is a member of the Southwest Consortium, which includes the Greendale, Greenfield, Franklin, and St. Francis school districts. These districts have worked together on several other curricular areas to give students more opportunities in the vocational and technical related fields. The consortium has had a long-standing relationship with MATC, helping to develop programs including an Auto program, Child Care Co-op program, CISCO, and Certified Nursing Assistant. MATC looks to its high schools for recruitment for technical programs. Expanding the Foods program into a Food Service Co-op, as a consortium-offered program offers an educational opportunity to area students that are interested in pursuing a career in Culinary Arts.</p> <p>Currently all the districts in the consortium offer Foods courses in the local curriculum, with Greendale being the only district whose current course would not count as a prerequisite for the co-op program. The district had seen declining enrollment in the Foods courses in recent years, while several students each year take courses at MATC in Culinary Arts, through the High School Contract program. Currently, the district provides a bus that transports the students daily to the Downtown campus for these classes. With a new hire in the department, interest in the Foods area has begun to increase. With additional curriculum revisions to update to more current interests, it is felt that this option would provide an alternative for students who currently have not found an area of concentration, as well as offer more cost-effective options to students. Currently two courses are offered in the Foods area, Food in</p>						



Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Food Service, ServSafe	Whitnall
<b>Project Description <i>continued</i></b>		<b>6-64702/R29-4</b>
<p>the Family and Introduction to Food Service. This grant would provide the curriculum development time to update the 2005-06 Introduction to Food Service course and develop the co-op for 2005-06. In addition, it is expected that the district would consider the development of a Foods and Fitness course for the 2006-07 school year. This would nicely draw potential interest of students also enrolled in the physical education offering of Wellness and Personal Fitness. These programs would be open to all students grades 9 through 12.</p> <p>Students with special needs will be recruited through program teachers and coordinators. These programs will also offer the potential for direct pathways for students with special needs who are looking to enter the workforce directly after high school as part of the transition plans under IDEA. In addition, with upgraded facilities, the Special Education department at the high school would be able to develop parallel, adapted curriculum as well as more completely develop more individualized programs in employability for students with moderate to severe cognitive and physical disabilities. Currently these students participate in curriculum for Independent Living in a joint-leased apartment with the consortium districts. This would afford the ability to now also explore the food service industry as a post-secondary option for these students. The potential needs of students with disabilities will be considered in the remodeling designs, with additional funds secured through IDEA Flowthrough for support of curriculum development.</p> <p>To update the curriculum, the district would like to offer all students interested in food service careers the <i>ServSafe</i> certification. Students obtaining this certification through the National Restaurant Association will have proven skills and knowledge necessary to be employed in the food service industry by passing a national exam. Students who earn this certificate will also meet advanced standing credit at MATC. The district feels that there is a definite need and enough potential interest to offer students more opportunities in this area and would like to be able to offer courses that would lead to post-secondary options at the technical college or culinary arts schools as well as provide the training necessary for students to seek meaningful employment experiences beginning in high school.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ProStart		20	2	4	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$10,925		\$8,330	
Project Description				6-66852/R29-5		
The focus of this project is to upgrade the Food Service program to a certified <i>ProStart</i> program that prepares students for careers in the restaurant and food service industry. Since the district is in a major budget reduction state, there is no way it will be able to fund the supervision time for the instructor to supervise the Food Service students on the job and implement the new ProStart program. In addition, some field trip monies are being requested to get students to places like the ProStart Student Invitation Culinary Competition and Midwest Expo, some technical colleges, and some local food service establishments. It also includes the FCCLA Culinary competitions, both state and regional.						

## **Health Science Occupations Education**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA/Health Services YA		1	1	2	1
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Baraboo	Baraboo	Pam Hilleshiem-Setz	\$9,030		\$9,030	
Project Description				6-02801/R29-5		
<p>This project will increase work-based learning opportunities for students and increase the number of qualified workers in the health care industry by the development of coursework certifiying students as a <i><b>Certified Nursing Assistant</b></i>. Students will also be able to be certified in First Aid and CPR. With the aging population and the shortage of health care providers, this program will benefit not only students but assist employers in the healthcare industry who are in need of qualified personnel.</p> <p>This proposal requests support for the purchase of instruction, texts and workbooks, youth options credits, and certification costs. The Youth Appprenticeship coordinator, with the assistance of local school personnel, will direct and monitor all work-based activities ranging from employer recruitment and interviews to onsite competency checklist.</p> <p>This proposal would offer an articulated healthcare service to students. Students could participate in all courses leading to articulation in the Associate Nursing Degree program or Occcupational Therapy program. Students will be able to obtain the necessary coursework through either 1) on-site instruction, 2) distance learning network, or 3) local technical college. Once students have completed the CNA training, the students would be eligible for participation in the Health Services Youth Apprenticeship program.</p> <p>This proposal provides for students to prepare for Skilled Nursing Assistant certification to gain job experience in the healthcare field and complete the first step toward post-secondary degrees in nursing and other healthcare fields. It is anticipated that 50% of the students enrolled will be able to participate in the <i><b>Health Services Youth Apprenticeship</b></i> program.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Meal Time Assistant ( <b>Withdrawn from funding</b> )		20	4	3	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #4	GET	Bob Greene	\$3,510		\$3,510	
Project Description				6-99041/R29-3		
<p>This project will continue the district's initiative to increase work-based learning opportunities in the healthcare industry by establishing a foundation for students to explore the health occupations industry and receive a state-recognized certificate in <i>Meal Time Assistant</i>. (1S2, 2S2) This project will assist students by providing an opportunity to explore the medical profession, get a state certificate in Meal Time Assistant to do introductory work in the medical setting and evaluate the ability to successfully perform tasks, and to enjoy work in the medical profession.</p> <p>The proposal supports curriculum time for the development of PowerPoint presentations and review games as well as the purchase of a LCD projector to enhance the teaching and learning process. It also supports two half days of recruitment strategies to encourage participation of non-traditonal youth and two days of purchased instruction to teach the course to students. The facility (Grand View Care Center) is allowed to train up to 24 students per session. The proposal is developed with the plan for two training sessions but the facility and instructors are willing to conduct additional training sessions as needed to meet student demand. At a minimum, this project is planned to train 20 students in regular education, special education, and alternative education programs.</p> <p>Since 1991, the district has partnered with local business representatives to form a school-to-work council which meets to discuss community employment trends and means to provide students with opportunities and experiences that will assist in successfully preparing them to meet current trends and challenges in the world of work. The committee members have repeatedly expressed concerns regarding two major trends in the health career field; an aging population and a shortage of health care providers.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Meal Time Assistant	CESA #4
<b>Project Description <i>continued</i></b>		<b>6-99041/R29-3</b>
<p>According to the State of Wisconsin, Department of Workforce Development profile of Trempealeau County, the percentage of Trempealeau County resident population in the 50-59, 60-69, and 70+ age group cohorts make up a substantially larger part of Trempealeau County's population than those same cohorts do on a state or national level. These cohorts will continue to gain population share in Trempealeau County in the future. The demographic shift away from a youthful population toward an older population will present future challenges for Trempealeau County employers.</p> <p>In addition to the aging population, western Wisconsin healthcare providers have consistently recognized the nursing shortages. The purpose of this project is to introduce high school students to the healthcare field while providing the healthcare community a well-trained work force to meet the challenges of the future medical profession.</p> <p>The district would expand a partnership link with Grand View Care Center, Tri-County Memorial Hospital, Trempealeau County Healthcare Center, Pigeon Falls Healthcare Center, Maninuka Manor, Pine View Care Center, Family Heritage Care Center, Franciscan Skemp Health Care-Arcadia and Trempealeau Valley Consortia. Partners from each of these facilities already meet on a regular basis for Youth Apprenticeship efforts and will join forces to redirect the scope and sequence of health care programming for youth of the Trempealeau County and specifically the district. Further ways to incorporate more students into the medical setting to explore interests and make educated decisions regarding a future in the profession will be discussed.</p> <p>As a further goal, the instructors and representatives from Grand View Care Center will meet with Maninuka Manor to encourage the facility to write a proposal to the state to become certified to have Meal Time Assistant taught locally.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA		3	0	1	3
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Almond	Pam Hilleshiem-Setz	\$4,452		\$4,452	
Project Description				6-99051/R29-3		
<p>This project will provide work-based learning opportunities for students in a <i>Health Services Youth Apprenticeship</i> program and increase the number of qualified workers in the healthcare industry through the implementation of coursework that certifies students as a Certified Nursing Assistant. Students will also be able to be certified in First Aid and/or CPR and participate in a medical terminology course as a component of the Youth Apprenticeship program. With the aging population and the shortage of healthcare providers, this youth apprenticeship program will benefit not only students but assist employers in the healthcare industry who are in need of qualified personnel.</p> <p>The district is requesting support for the purchase of instruction through MSTC, distance learning or an area healthcare facility, texts and workbooks, youth options credits, uniforms, and testing certification costs. The local Youth Apprenticeship coordinator, with the assistance of CESA 5, MATC YA Coordinator and local school personnel, will direct and monitor all work-based activities ranging from employer recruitment and interviews to onsite supervision of the student's competency checklist. The Health Youth Apprenticship program for the students will be articulated for advanced standing credits with WTCS. Once students have successfully completed the CNA training, the students would be eligible to begin paid work experience for an area employer in the Health Services Youth Apprenticeship program.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA		8	1	2	8
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Cambria	Pam Hilleshiem-Setz	\$6,394		\$6,394	
Project Description				6-990515/R29-3		
<p>This project will provide work-based learning opportunities for students in a <i><b>Health Services Youth Apprenticeship</b></i> program and increase the number of qualified workers in the healthcare industry through the implementation of coursework that certifies students as a Certified Nursing Assistant. Students will also be able to be certified in First Aid and/or CPR and participate in a medical terminology course as a component of the Youth Apprenticeship program. With the aging population and the shortage of healthcare providers, this youth apprenticeship program will benefit not only local students but assist employers in the healthcare industry who are in need of qualified personnel.</p> <p>The district is requesting support for the purchase of instruction through MATC, distance learning or an area healthcare facility, texts and workbooks, youth options credits, uniforms, and testing certification costs. The local Youth Apprenticeship (YA) coordinator, with the assistance of CESA 5 and local school personnel, will direct and monitor all work-based activities ranging from employer recruitment and interviews to onsite supervision of the student's competency checklist. The program will be articulated for advanced standing credits with WTCS. Students will also have an opportunity to participate in a summer "YA Health Camp" for exposure to a variety of occupations related to health services. Once students have successfully completed the CNA training, the students would be eligible to begin paid work experience for an area employer in the Health Services Youth Apprenticeship program.</p>						



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA		18	6	4	18
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Cumberland	Nancy Graese	\$14,010		\$14,010	
Project Description				6-99113/R29-3		
<p>The district recognizes the need for students to better understand the careers related to the healthcare field that are available in northwestern Wisconsin. A certified work-based learning experience may be one of the keys to help students find success.</p> <p>This grant will have two focus areas: 1) assist interested students with coordination, organization, and resources for <i>Certified Nursing Assistant</i> programs, 2) provide information, professional development and resources to districts toward developing or improving health occupations concepts and strategies in the K-12 system.</p> <p>The primary requirement for many jobs for students and adults interested in a particular job in a healthcare facility is a Nursing Assistant certificate. This project work would help staff become more knowledgeable about the coursework required and the competencies to be attained. CESA staff will assist in establishing the necessary components so students may attain this industry recognized certification.</p> <p>This proposal would offer an articulated healthcare service to students. Students could participate in all courses leading to articulation in the Associate Nursing degree program or Occupational Therapy Assistant program. Medical Terminology would be offered using the instructional television system as the delivery mode. Students within reasonable driving distance may participate at the Wisconsin Indianhead Technical College site. Students would come to the site at regular intervals for lab or field work instruction.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99113/R29-3</b>
<p>The outcomes will be eligibility for a 1) Health Youth Apprenticeship, and 2) Certified Skills Co-op: Health Science Occupations-Career Foundations. The CESA 11 coordinator will work to further develop local capacity to construct certification programs and youth apprenticeship programs in health that match student interest in health-related occupations. The contact person will be the guidance counselor who will work on development of scheduling and curriculum sequences that would support students' occupational choices. The coordinator will participate in two Regional Health Alliance Councils and the advisory committee for the UW-Stout Advisory Committee for Health Science Occupations Program.</p> <p>Each student will be assigned a healthcare mentor and develop an educational plan which outlines short- and long-term education and training goals. Students will have chat groups and listserves established to communicate among themselves, instructors, healthcare providers, CESA #11 staff, and local district staff. The CESA #11 technology infrastructure will be used to support that communication system for students and teachers. The SciMaTech Resource Center and the Vocational Library staff will identify resources which link to student coursework and provide access via the van delivery service. The library currently has a wide variety of science-based materials such as human upper torsos, skeletons, model human brains, anatomy lesson designs, heart rate monitor, energy cycle, video tapes, etc. Students could use all of these CESA resources in the district. The project will provide for additional resources as needed.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	National Health Science Foundation Skills	25	5	5	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Green Bay	Green Bay Area	Jeff Hoppe	\$24,092	\$24,092	
Project Description			6-22891/R29-4		
<p>The district has developed a comprehensive and sequential health occupations curriculum. The courses in the curriculum at the present time include the following: (1) middle school work and community, health occupations being one unit of that, (2) Introduction to Health Careers offered at all four high schools, (3) Nursing Assistant offered at all four high schools, (4) Academy classes at East High School, open to students at all four high schools, courses include Language of Health Care (Medical Terminology), Anatomy and Physiology—General and Advanced, and Health Occupations. In addition, students at all four high schools can apply for the Youth Apprenticeship program coordinated by the Green Bay Area Chamber of Commerce—Partners in Education. During the 2004-05 school year a Health Occupation Students of America (HOSA) chapter started at East High School.</p> <p>Health services is the largest industry group in Brown County. Brown County is a regional health center with four major hospitals, two large insurance companies and a significant number of clinics and health related businesses. Four of the ten largest private sector employers are in health-related fields. The addition of a cluster of health-related classes has been an excellent addition to the Green Bay district and it brings course offerings in line with labor market needs in the community. These courses provide a cluster that includes career exploration and career development as well as courses that provide an opportunity to earn advanced standing at both the technical college system and the university system.</p> <p>Offerings in health occupations have a solid foundation but the district would like to strengthen it even more. Nationally, the need for increasing numbers of healthcare workers, a more diverse workforce, and better prepared healthcare workers is evident. These needs are also expressed by the local advisory committee. The district has had numerous discussions on how to continue to build</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	National Health Science Foundation Skills	Green Bay
<b>Project Description <i>continued</i></b>		<b>6-22891/R29-4</b>
<p>on the program. Because secondary teachers are not health care professionals, there are limits to what can be taught, knowledge level, and access to resources. The resources requested in this grant have been developed by the healthcare industry. This content is rigorous, recognized by the industry, and can be taught by secondary health occupations teachers.</p> <p>This project is requesting funding to bring the Health Occupations—Academy courses in line with the <i>National Health Care Foundation Skill Standards</i>. The Foundations course curriculum would be delivered through an online instructor-led course. Students would then take an assessment that is part of the National Consortium on Health Science and Technology Education's (NCHSTE) certificate program. The National Occupational Competency Testing Institute (NOCTI) is the assessment provider. This process would be piloted for the 2005-06 school year at the East High Academy's Health Occupations courses. Beyond the 05-06 school year, it may continue to be part of the academy or portions may be integrated into the Introduction to Health Careers course. Because the foundations course is web-based and can be accessed from computers throughout the building, special education and English as a second language (ESL) students would be able to work in class and in the resource center with support. A special education and ESL teacher will be part of the training.</p> <p>Also requested are five career pathway modules. The modules would build on academic rigor, provide a foundation for post-secondary education, and attempt to draw more males to the academy. Special education students could have the curriculum modified to meet individual needs. The modules would be selected from the five pathways as identified by the National Health Care Career Pathways: therapeutic, diagnostic, support services, health information, and biotechnology research and development.</p> <p>There are articulation and transcribed courses as part of other academy courses. Nursing Assistant is a prerequisite for the nursing program, Language of Health Care (Medical Terminology) is articulated, and Anatomy and Physiology—General and Advanced is transcribed. The district will have discussion with the technical college to recognize both the foundation course, NCHTSE certification, and successful completion of the modules.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA		11	3	2	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Mauston	Royall	Ann Brandau-Hynek	\$15,500		\$15,500	
Project Description				6-33601/R29-4		
<p>The <i>Health Services Youth Apprenticeship</i> project is designed to provide CNA training to more students, offer First Aid and CPR at the high school, and begin an intensive articulation process between the high school coursework and the local technical college. In addition, a Regional HOSA Chapter will be established with the assistance of a coordinator hired through the proposed project.</p> <p>The CNA, First Aid, and CPR courses will all lead to nationally-recognized certifications and will also assist students in the development of higher-level skill proficiencies in the healthcare area. The goal is for students to follow a well-developed system, that begins in the freshman year of high school, to ensure the high school experience leads to the eventual completion of a recognized healthcare program such as a CNA, LPN or ADN or BSN. The proposed program will be modeled after the 2+2+2 program philosophy.</p> <p>The expanded CNA programming will allow more students to participate in the Health Services Youth Apprenticeship. All students who register for the CNA coursework will be expected to become involved in a work-based learning experience via the Youth Apprenticeship program. In order to ensure that all of the participating students become licensed after completion of the training program, the project will provide payment and transportation to and from the Promissor testing site within the specified timelines. Students will be placed at various worksites to further develop skills and learn about all aspects of the healthcare system upon certification by Promissor. The Youth Apprenticeship Coordinator will direct and monitor all work-based activities ranging from employer recruitment and interviews to on-site competency checklist screening.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Services YA	Mauston
<b>Project Description <i>continued</i></b>		<b>6-33601/R29-4</b>
<p>The plan will allow students to formulate a comprehensive plan of how to efficiently move from the high school system into the technical college and/or university system. For example, courses such as Advanced Biology and Chemistry will need to be aligned with the new statewide nursing curriculum to ensure a smooth transition. From there, other general education courses will be articulated such as Introduction to Psychology, Introduction to Sociology, Speech, and Written Communications to assist with the advanced-standing process. Not only will these articulation agreements save students and parents time and money, the agreements will allow the future workforce to enter a chosen field much earlier.</p> <p>With increased coordination between the high school and the technical college staff, students coming into the technical college programs will be more academically prepared and skill proficient. Students will know from the freshman year about the opportunities that exist in the healthcare field and how to experience them to the fullest during the high school years. Students will also have a keen understanding of the rigor involved with the prescribed technical college coursework, especially in the healthcare arena as a result of the increased coordination. The high school will arrange an onsite WWTC entrance exam (COMPASS) to assist students with the admissions process. WWTC, in turn, will offer onsite counseling and interpretation of the testing results to provide students with information related to the scores and how that applies to a program of choice.</p> <p>The proposed project will not limit itself to a CNA, LPN, ADN, BSN focus but will explore a variety of different health careers through development of a Regional HOSA project. The HOSA chapter will ensure that students with other healthcare interests will have the opportunity to preview careers and practice skills on a local, state, and national level. A local coordinator will be hired through the project to assist with the development and marketing of a HOSA chapter.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA		12	2	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	Milw-School of Entrepreneurship	Ray Yankus	\$24,790		\$24,790	
Project Description				6-36194/R29-5		
<p>The Milwaukee School of Entrepreneurship (MSE) is a small, innovative high school focusing on school-to-work transition initiatives and the use of integrated studies in business topics. The key components of curriculum include helping students develop managerial and entrepreneurial skills while preparing them to become life-long learners and successful members of society. MSE strives to incorporate the Secretary’s Commission on Achieving Necessary Skills (SCANS) report into the curriculum providing the students with the skills the business community has stated are most important to be successful in the workforce. With this in mind, MSE is interested in creating an afternoon-onsite <i>Certified Nursing Assistant</i> training program.</p> <p>The purpose of the program is to provide the selected students with the required skills and certification necessary to enter the current nursing job market and post-secondary nursing programs while supplying the nursing industry with skilled certified nursing assistants. Over the course of the last two years, MSE has gathered information regarding the career interests of the student body. This data has consistently discovered a high interest in nursing careers. The parents of these students have also expressed a high level of support for this program. The business community has indicated a high demand for CNA and nursing employees. This project combines the desire of the students, parents, and industry regarding nursing careers with the desire of the school to better utilize the afternoon program. In preparing to implement this CNA certification program, input was solicited from students, parents, industry leaders in the nursing field and other staff members, particularly the special education teacher. This information was used as a basis for structuring the program to meet the needs of all interested parties.</p> <p>The CNA program consists of developing and implementing CNA training to students with a strong interest in pursuing a nursing</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA	Milwaukee
<b>Project Description <i>continued</i></b>		<b>6-36194/R29-5</b>
<p>career. The training will take place at MSE, allowing staff to adequately monitor and facilitate the success of the students. The students will receive training in the afternoons over the course of 15 weeks. A registered nurse will be contracted to provide the training and advise the school regarding opportunities to ensure student success.</p> <p>The high school will work to build business partnerships with local hospitals and/or nursing homes to provide jobs for students once upon certification. These business partnerships may also provide a source for supplies and equipment to sustain the program into the future. Staff will provide support for the students both during regular school hours and training sessions to help insure completion of the program and assist in securing employment. Participants will be scheduled into a related science class as part of the regular curriculum. In this way, related topics can be taught and reinforced during normal school hours. It will also allow for better monitoring of attendance/participation issues which can greatly increase the student's potential success.</p> <p>The academic skills of these students will be greatly improved by connecting the CNA training and exposure to industry professionals with the high school curriculum. Several local technical colleges and universities were contacted regarding articulation agreements for completion of the coursework. Although articulation credit is not available, CNA certification is a requirement for entrance into the nursing program. Each technical college and university indicated that having the CNA certification will greatly increase the likelihood of the student being accepted into the nursing school. This program will also expand the scope of the current cooperative education and school-to-work programs to meet a current need of the students.</p>		



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA/Health Services YA		10	4	1	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Reedsburg	Reedsburg	Bill Gronley	\$10,132		\$10,132	
Project Description				6-47531/R29-5		
<p>This project will provide work-based learning opportunities for students in a <i>Health Services Youth Apprenticeship</i> program and seek to increase the number of qualified workers in the healthcare industry through the implementation of coursework that certifies students as a <i>Certified Nursing Assistant</i>. Students will also be able to participate in a medical terminology course as a component of the Youth Apprenticeship program. With the aging population and the shortage of healthcare providers, this youth apprenticeship program will benefit not only students but assist employers in the healthcare industry who are in need of qualified personnel. Reedsburg Area Medical Center is currently expressing a need for additional trained CNAs along with a variety of other healthcare workers. The Center is constructing a new nursing home and assisted living facility sceduled to open in October of '05.</p>						

## **Marketing, Management, and Entrepreneurship Education**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Marketing CS, Customer Service and Sales CS, ASK, Curriculum Standards		75	20	3	75
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Arrowhead	Arrowhead	Bonnie Laugerman	\$28,176		\$22,510	
Project Description				6-24501/R29-4		
The overview of this project will be to accomplish the following tasks:						
<ul style="list-style-type: none"><li>Self-Assessment of the Marketing program; complete <i>Wisconsin Standards for Quality MM &amp; EE Program</i> worksheet;</li><li>Develop a formal advisory committee for updated curriculum in Marketing and Business Internship;</li><li>Align curriculum to standards; align Marketing &amp; Entrepreneurship Class to State standards;</li><li>Implement <b>ASK</b> Institute program-Certification in “Business and Marketing Concepts” (Core Exam), Fundamentals (Career Sustaining Level), Advanced (Specialist Level); Certification in “Professional Selling”- Advanced (Specialist Level); Certification in “Marketing Communications and Promotion” Advanced (Specialist Level) (costs involved include test site fees, test fees, recognition fees, curriculum materials and technology costs, and teacher compensation);</li><li>Implement CLEP (College-Level Examination Program)-Provides for students of any age to earn undergraduate level credit from over 2,900 colleges and universities (300 level); students take exams at numerous colleges and universities throughout the USA; Principles of Marketing college credit(s) earned;</li><li>Implement Certified Co-op Skill Credentials-<i>Customer Service and Sales</i> and <i>Marketing</i></li></ul>						
The Marketing program consists of four major areas including Classroom–Marketing Principles (1 year), Marketing and Business Internship (1 year), Marketing and Entrepreneurship Principles course (open to juniors and seniors where the curriculum model currently follows the old state curriculum from the nine functions of marketing), Marketing and Business Internship course (for seniors only tied in the work experience; Co-op--1 credit), Work Experience (Co-op; seniors earn one credit for working in the						

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Marketing CS, Customer Service and Sales CS, ASK, Curriculum Standards	Arrowhead	
<b>Project Description <i>continued</i></b>			<b>6-24501/R29-4</b>
<p>marketing and business industry (15 hours=1 credit with optional early release), DECA–(an Association of Marketing Students; 198 members in 2004-05; a highly successful chapter including 100 national qualifiers the past ten years); Marketing Lab (school store; nationally certified and located directly off of Marketing classroom and managed and run by marketing students).</p> <p>Implementing the A*S*K Program</p> <p>In order to properly implement the A*S*K program, several activities need to be completed. First, the marketing teacher needs to be properly trained to implement the program. This would include visiting with other teachers that have participated in the program. In addition, the instructor will attend various seminars and workshops including contact with DPI and the ASK Institute. To properly prepare the students for the exam, various curriculum resources need to be purchased and organized not only to prepare students for the exam but to be aligned with the new state standards. Letters will be sent about the new program to all Marketing and Internship students and parents stating all vital information. Incentives will be used to promote student participation as it could replace one test from a student's test score from the regular class. In addition, the first year of the program, student test costs will be absorbed by the fulfillment of this grant. Once implemented, the following year's student costs will be paid for either by students or portions from DECA fundraising efforts. The test will be made available for all juniors and seniors who have taken or are currently enrolled in Marketing Principles or Business &amp; Marketing Internship classes. Practice tests will be given one month prior to taking the exam. The first year in the program, the exam will be made available for students to take in May of 2006 but will be evaluated next summer to see if there is a need to implement a second exam day in January or February. The goal is to have 75 students participate in the program. The exam will be taken at the school after site registration is approved by the ASK Institute.</p> <p>CO-OP Skill Certificate. Present Work-Based Marketing and Business Education Co-op program. The Marketing and Business learning program consists of three main elements. Students (seniors only) must enroll in Business and Marketing Internship class and earn one credit. The second credit is earned for work experience outside of school where a minimum of 15 hours per week</p>			

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Marketing CS, Customer Service and Sales CS, ASK, Curriculum Standards	Arrowhead	
<b>Project Description <i>continued</i></b>			<b>6-24501/R29-4</b>
<p>in a business or marketing related business must be worked. Each student/training station/parent must complete a program agreement/contract the first week of employment. Students complete weekly work reports including hours worked and signed by the employer. At the end of each six-week grading period evaluations are completed by the employer.</p> <p>The second portion of the work-based program is the Marketing Lab (school store). Each student in the program must work a minimum of four shifts every six weeks to earn course credit. The store has six store managers that run and operate the store which has a broad product mix of apparel, school supplies, spirit items, candy, and beverages. The third portion of the work-based program is DECA. Students work in various roles in numerous local businesses. Student work experiences include: working for the Chamber of Commerce, preparing market research for local businesses, promotions, and various community service experiences.</p> <p>The skill certificate will be required for each student to adopt according to career interests. The first year it will be run as a pilot where students will choose from two credentials: 1) Marketing and 2) Customer Service and Sales. The teacher will conduct individual parent-student conferences in August to explain the expectations of the program. During the entire year, the Business and Marketing Internship course will be adapting the new standards which in turn will meet the co-op certificate requirements as well.</p> <p><b>Curriculum Standards</b> credential. It is the goal to revise the existing Marketing and Entrepreneurship course and Business &amp; Marketing Internship Course. It will be based on the new national curriculum standards and performance indicators in the model course development. The new standards in turn will hopefully tie in the other goals for this grant including preparing students for the A*S*K exam and CLEP exam in marketing.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership		18	5	3	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Central Westosha	Central Westosha	Cindy Vaughn	\$9,718		\$5,000	
Project Description			6-50541/R29-4			
<p>The career and technical education program is expanding, both in courses and in student organizations. Two years ago an FBLA chapter was added and now there are 25 student members. During the 2005-2006 year, this department will again expand to include Marketing Education. One of the five business education department staff is certified to teach marketing. To begin, one course entitled Marketing is being offered. While this is a small start, it is significant based on the opportunities it creates for students now and in the future. Because the concepts of DECA are so well integrated into the marketing education curriculum, it is fitting that a DECA chapter be established at the same time this new program is instituted. To do this, DECA will be promoted as both an integral part of the curriculum and also as an extracurricular organization through which students may demonstrate skills and knowledge. The chapter will hold its first meeting early in Fall 2005. At this time, the school will establish the program plan for the year and include in this plan the steps students must take in order to achieve the <i>DECA Leadership</i> credential. In order for students to learn more about DECA and the operations of such an organization, all chapter members will participate in one of the state-sponsored Leadership Labs. The district anticipates that at least six of the members will also attend and compete in skill events at the state conference. Because the chapter membership will be composed of both young men and women, the school is assigning an assistant to the chapter advisor. In addition to working with students on chapter activities, this person will chaperone the young women on out-of-town events.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Curriculum Standards		39	10	10	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #6	Appleton	Melissa Kohn	\$8,883		\$7,000	
Project Description				6-99062/R29-3		
<p>The district is applying to receive the <i>Curriculum Standards</i> credential as a participant in the process to revise current marketing education curriculum standards. The Marketing Education instructor will provide leadership for this project.</p> <p>The instructor states: "I want to become involved with this process because I feel that I am creative and innovative and I want the experience that this opportunity allows in the area of curriculum modification. I understand that I will be required to travel to and participate in three statewide meetings. I further understand that I will utilize the national and state curriculum standards and framework. The marketing education program that exists at Appleton North consists of five different marketing classes, an Internship Program and a DECA Chapter that has 100% membership. The program at Appleton North has a school store component and a credit union. Marketing students work in either the school store or credit union on a weekly basis."</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	SBE, Entrepreneurship Standards		35	10	18	35
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Ellsworth	Nancy Graese	\$22,376		\$17,000	
Project Description				6-99116/R29-3		
<i>School Based Enterprise</i> Certificate and <i>Entrepreneurship Standards</i> Credential						
<p>In school year 2004-05, the school changed the marketing class into a full marketing program. A school based enterprise, employability skills certification, a DECA chapter, and the DECA Leadership credential were added. A 10% grant was received to help fund these activities. In order to solidify the marketing program, the school would like to add the school based enterprise certificate program and update the Entrepreneurship class with the Entrepreneurship Standards credential.</p> <p>The School Based Enterprise certificate and process will help students strive for excellence in the school store/learning laboratory. In order to implement this credential, the curriculum needs to be strengthened (Mark Ed LAPS 5@\$29=\$145), facilitate classroom use of the curriculum (Binders and page protectors = \$119 for 30 students), purchase some software for use in the classroom (Publisher = \$1,020), expand the store front (awning and display case = \$2,000) and purchase one additional computer for use in the school store (\$1,200). The proposed changes and additions will help address the accounting measures; merchandising, promotion and display; and general business practices of the national project criteria. Funds are also being requested to enhance the local curriculum to incorporate the new LAPS (curriculum writing -16 hrs @ \$15/hour = @\$282 with fge.); and time to facilitate the expanded store front (1 day @ \$15 = \$141 with fge).</p> <p>To incorporate the Entrepreneurship Standards Credential, the district needs to make changes in the Entrepreneurship class. These include revising the existing Entrepreneurship class by adding curriculum and resource materials from MarkEd (Venture Ready = \$39,</p>						



Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE, Entrepreneurship Standards	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99116/R29-3</b>
<p>Venture Open = \$39, Entrepreneurship LAP Package = \$180, Entrepreneurship Resource books = 25 @ \$49 = \$1,225). The school proposes collaborative projects with both elementary and middle levels to promote marketing education throughout the district. The high school entrepreneurship students will make presentations to the elementary students (4<sup>th</sup> grade) and then open a cooperative venture near the end of the quarter, thus integrating entrepreneurship concepts into the elementary social studies curriculum. To carry out this project, the district is proposing the purchase of a laptop computer = \$1,600; portable cash register = \$200; and a kiosk = \$4,500. The high school students will mentor the elementary school students in marketing and entrepreneurship and also serve as a good role model for the elementary students.</p>		
<p>The collaboration with the middle school students will focus on after-school integration, facilitated through a collaborative effort with the 8<sup>th</sup> grade business education and careers teacher. The after-school project will incorporate these 8<sup>th</sup> grade students in an entrepreneurship project, facilitated by high school students earning the entrepreneurship standards credential. The students will meet once a week (2 hours) for five weeks, planning, developing, and carrying out the project and also utilize the resources identified above as part of the elementary collaboration. Additional after-school time will be needed to facilitate this program (2 hours x 5 weeks = \$150 + \$26 fge).</p>		
<p>The issues identified in the local plan related to global economy factors and difficulty in maintaining a workforce with sufficient skill levels are addressed through this application and the opportunities students will have to connect classroom learning to world-of-work activities both in the school store, the entrepreneurial ventures developed collaboratively with middle and elementary students, and in the classroom as students explore various work-based scenarios in the revised curricula.</p>		
<p>Staff are excited about the opportunities this project will make available for Marketing Education students to apply <i>Wisconsin's Model Academic Standards for Marketing Education</i> as the school works for a level of outstanding achievement through the school-based</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE, Entrepreneurship Standards	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99116/R29-3</b>
<p>enterprise credential program - Gold Level, and for entrepreneurship students to work toward the entrepreneurship standards credential as entrepreneurial ventures are created with both elementary and middle level students. This collaboration will greatly enhance the K-12 curriculum sequence in areas of Education for Employment, business principles, economics, and money management. The DECA advisor and marketing instructor has been involved in the planning of this project and will be instrumental in carrying out the activities in order to reach the project goals. The instructor will be provided time 1) to obtain resources and incorporate them into the marketing and entrepreneurship curricula; 2) to develop and incorporate collaborations with the elementary and middle level teachers; and 3) to expand the school-based enterprise activities to meet the national project criteria and thereby strive for excellence in the program. Others who will be involved include the principal, middle school business education teacher, and 4<sup>th</sup> grade teachers at Hillcrest Elementary; guidance counselors; and director of curriculum and instruction. The CESA #11 LVEC will also participate in the planning, evaluation, and fiscal management of this project.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM &EE	SBE, Entrepreneurship Standards		124	15	72	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Fond du Lac	Fond du Lac	Joe Ciontea	\$12,192		\$12,130	
Project Description				6-18621/R29-5		
<p>The high school will operate a school store enterprise and submit a national application for the <i>School-Based Enterprise</i> certificate (#3).</p> <p>The high school will infuse the national entrepreneurship standards into the curriculum for the existing Marketing courses. <i>Entrepreneurship Standards</i> Credential (#5).</p> <p>The Marketing Education program is school based. Marketing/Entrepreneurship is offered to 11-12 grade for a full year and Advanced Marketing/Entrepreneurship to 12th graders that meets 1st and 2nd hour all year. Staff consists of one male, a 37 year veteran that teaches both classes and one female who is currently in the last phase of obtaining a 285 license from UW-Stout that team teaches the Advanced Marketing/Entrepreneurship course with the male insructor. The Marketing program includes operating the Cardinal's Nest (school store) and a local DECA chapter. The DECA chapter is not currently registered at the state or national level which obtaining DECA leadership credential is a future goal. The students perform community service, tour business facilities, and assist other clubs and causes throughout the school to raise funds and awareness while also meeting other special requests for marketing skills. The marketing program is very fortunate to attract high level performing students that are often involved in AP courses and many other extracurriculars. The program has a history and tradition of attracting the future leaders of tomorrow.</p> <p>The school based enterprise is called the "Cardinal's Nest" which is requesting funds for achieving the national credential. The school</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM &EE	SBE, Entrepreneurship Standards	Fond du Lac
<b>Project Description <i>continued</i></b>		<b>6-18621/R29-5</b>
<p>store is approximately 400 square feet and is located at the main entrance attached to the common lunch and study hall area. It is operated by the Advanced Marketing students and overseen by the two instructors. The store has two student managers that work first and second period that help coordinate activities and duties for the remaining hours of the day. Students, faculty, and the community are frequent customers of the school based enterprise. Providing the school and community with spirit wear is an important part of the store's mission to promote a positive school community.</p> <p>The female teacher will be writing the national application in the summer/fall of 2005. The plan is to submit the document the first of December 2005.</p> <p>Because the high school has two levels of Marketing courses and a Business Management course for students to take, the district will be able to infuse the new Entrepreneurship Standards credential into the existing marketing courses. Maintaining a focus on student attainment of the new standards developed will help enhance the reliability and relevance of the courses for students to enroll in. By achieving standards, students will be able to transition into post-secondary education and training opportunities because of the preparation and planning that is going into the curriculum. Staying current and up-to-date is critical to maintaining a rigorous program that is competitive with the many other courses.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM &EE	SBE, Entrepreneurship Standards	Fond du Lac
<b>Project Description <i>continued</i></b>		<b>6-18621/R29-5</b>
<p>Safety and security is one of the store's main goals set by the teaching staff, student workers, administration, and district and are outlined in the Gold-Seal Standards. Improving the school store experience for students is a key for attracting new students to the Marketing program. The store is an important part of the high school and outside community. It is a wonderful opportunity that addresses many standards which are generally discussed in the classroom rather than applying the skills on the job.</p> <p>Since the school store operation is run by the students in the Advanced Marketing course, the female instructor plans to improve the facility with the support of the male instructor and the business education team leader. Through the purchase of equipment to control and reduce inventory shrinkage, the store will be able to increase profits that can support the sustainability and growth of the program. While compiling and organizing data to justify gold seal attainment and implement the new entrepreneurship standard credentials, the female instructor will consult with administration, the advisory committee, state consultant, co-workers, and students regarding the curriculum and store operations.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM &EE	Curriculum Standards		150	0	0	150
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Kenosha	Kenosha Bradford	Greg Wright	\$25,546		\$20,000	
Project Description				6-27931/R29-5		
The school is newly implementing the <i>Curriculum Standards</i> credential program which falls into one of Marketing Education's major program model priorities.						
The school has always been a leader in marketing education locally, at a state level, and internationally. It currently operates one of the top school stores in the nation, began one of the first sports marketing programs in the country, has an instructor that is active on the Standards ‘05 Curriculum Project, DECA Board of Directors, National Leaders Fellowship, and Partners for Progress in Wisconsin. Both instructors have presented at MarkEd's Conclave and Wisconsin's Summer in the City and New Teacher Workshop. Both instructors have led a major Wisconsin State Competitive area—Market Research and Service Associates. The school is always changing and striving for excellence in marketing standards and has participated in skill standards for the past four years (Employability Skill Standards, Retail Marketing Standards, Sports Marketing Standards, Professional Sales Standards, Leadership Standards, and General Marketing Standards). The school has participated in the Leadership Credential program for the past two years. The school offers students two internship opportunities through the Retail Merchandising and Management class and the Advanced Marketing Internship program. Many programs look to the school with curriculum ideas and program structure. It is highly desired for the school to participate in the Curriculum Model Standards Credential program in order to develop a full course curriculum based on Standards ‘05. The school store has been a Gold Level SBE for the past three years.						
Both instructors will participate in all three statewide meetings for the purpose of developing new statewide standards and will utilize						

Funding Source	Type of Certificated Program	Fiscal Agent
MM &EE	Curriculum Standards	Kenosha
<b>Project Description <i>continued</i></b>		<b>6-27931/R29-5</b>
<p>the national and state curriculum standards and framework developed through this curriculum model Standards Credential process.</p> <p>The school offers the following courses: Marketing, Leadership, Sportainment, Retail Merchandising and Management (with internship), and Advanced Marketing (with internship) and Small Business Ownership. The school has two work-based opportunities through Retail Merchandising and Management and Advanced Marketing courses. Courses offer the following curriculum highlights: PlayShop (team-building workshop), Guest Speaker Project, Business Tour Project, Breakfast with Business Partners, In-School Tradeshow, School Store presentations at conferences, Marketing Plans, Annual Reports, Professional Development Readings, Marketing Portfolios, Managing Outside Events (School Store and Sportainment). The school's work-based activities include: Parent/Student/Employer Internship Meeting at the beginning of the school year, Internship Evaluation Meetings, Internship Meetings, Worksite Assignments, Skill Standards (three categories), and end-of-the-year Internship Banquet. The school is also incorporating the A*S*K* into Sportainment, Retail Merchandising and Management, Advanced Marketing. Marketing course curriculum will help obtain Honors Option status within the district. Students signing up for the Honors Option portion of the classes would be required to participate in the A*S*K* Institute online test. Currently, students who stay with the program for three years could walk away with three different skill standard certificates. Adding the A*S*K* Institute certification would provide a fourth opportunity within the marketing program. DECA currently has 199 members enrolled in the organization. Some of the activities include: Chapter Officer Workshop (7 officers), Parent's Night Presentation, first semester social, MDA campaign activities (currently have raised \$13,125), IntraSchool Competition, UW-Whitewater Competition, District Competition, Central Region Leadership Development Conference, second semester kick-off social, DECA week promotion of courses and program, State Competition, Earth Day clean up project, International Competition, end-of-the-year banquet, and end-of-the-year social. The program would have approximately 120 members enrolled in honors option classes (Sportainment, Retail Merchandising and Management, Marketing and Advanced Marketing). Ultimately the following will be achieved through implementation of this new program: identify individuals who meet marketing validated standards, document achievement, connect high-achieving students with marketing partners, and</p>		

Funding Source	Type of Certificated Program	Fiscal Agent	
MM &EE	Curriculum Standards	Kenosha	
<b>Project Description <i>continued</i></b>			<b>6-27931/R29-5</b>
<p>encourage articulation of high school and college curricula. Ultimately, the goal is to get advanced-level classes to have Honors Option to reposition the courses as "academic" in the minds of students and parents. Currently, all advanced-level marketing classes are articulated with Gateway Technical College.</p>			



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM &EE	Retail Marketing CS		20	11	10	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Mount Horeb	Waunakee	Debbie Brewster	\$15,383		\$9,000	
Project Description			6-37942/R29-4			
<p>The project that will be developed within the Marketing Management and Entrepreneurship Education department is the <b><i>Retail Marketing</i></b> Skills Certificate program to fully integrate the existing Marketing classes and cooperative education offerings. This project will allow students with an interest in retail marketing to gain valuable skills in a real world hands-on setting. In addition to working towards earning the certificate in co-op settings, students will be learning the skills outlined in the Retail Marketing Skills Certificate in the newly-constructed School Store that will be attached to the marketing classroom by the start of the 2005-2006 school year. This School Store will provide students an opportunity to work with the special educational needs student population as the new School Store will be in part, a joint venture between the Marketing Management and Entrepreneurship Education department and the Special Education department with a goal of one day becoming a school-based enterprise.</p> <p>The program consists of an entry-level class entitled Dollars and Sense; this class addresses basic money management and personal finance decisions. As juniors, students can enroll in Marketing I and the Marketing Employability Skills Co-op. As seniors, students can enroll in Marketing II, Marketing Skills Co-op, and Risky Business. Students that are enrolled in a Marketing class are encouraged to be DECA members and the school has had 100% DECA membership for the past five plus years. Students enrolled in Marketing classes and that are DECA members have the opportunity to attend DECA leadership labs, New York and Orlando field experiences, district, state, and international career development conferences, local chapter events, and community service activities. Students that have participated in the available skills certificate programs have seen a notable increase in competitive event success.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM &EE	Retail Marketing CS	Mount Horeb
<b>Project Description <i>continued</i></b>		<b>6-37942/R29-4</b>
<p>Current students that have an interest in work-based learning have the opportunity to participate in a freshman level course entitled Dollars and Sense that focuses on basic money management and the impact that it has on both a personal and business environment. As sophomores, students may enroll in a Career Workshop course that focuses on the skills necessary for searching for and obtaining employment. As a junior enrolled in Marketing I, students can also enroll in the Marketing Employability Skills program that allows participants to earn the general Employability Skills certificate. This option has been a great way to introduce students to the Marketing Skills Certificate that is currently available. There is also an option for students enrolled in the existing special education programming to earn a general Employability Skills Certificate as part of the work-based learning program. As a part of this program, students operate a school coffee shop. As a part of this project, the school coffee shop would be merged with the school store. This entity would provide a unique opportunity for all students involved.</p> <p>Currently 100% of students enrolled in the “Marketing Co-op” program are working towards the completion of a skills certificate. It is the goal of this project to add the option of a Retail Marketing Skills Certificate to allow students with a specified interest in the area of retail marketing the option to work with a specific set of skills standards related to the student’s area of interest.</p> <p>Students participating in the Retail Marketing Skills Certificate program will be acting as lead employees for the existing Marketing Lab (school store). These students will be utilizing the skills learned in the classroom and at current training stations to direct the operations of the school store.</p> <p>The proposed project plan for the department is to continue the development of the newly-constructed Marketing Lab (School Store) space that is being constructed as part of the existing remodeling project. Currently, the Marketing Lab project has adequate display systems, access, size, and location. In an effort to emulate a retail environment that is consistent with the type of space that is being constructed, it has been determined that the following items are needed: an updated point of sale operating system, a desktop</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM &EE	Retail Marketing CS	Mount Horeb
<b>Project Description <i>continued</i></b>		<b>6-37942/R29-4</b>
<p>computer terminal to operate the point of sale system, five desktop computer terminals, and color laser printer to be utilized for developing classroom and in-school promotional related activities and print advertisements, a refrigerator for current coffee-related items, a laptop computer for inventory and training purposes, and a new coffee brewing system. Adding the listed items to the newly-designed Marketing Lab (school store) will allow students working towards the Retail Marketing skills certificate to experience a wide variety of retail marketing experiences.</p> <p>As stated in the local project description, the vision of the Career and Technical Education programs for this consortium is for all learners to be engaged in lifelong learning, with a strong academic foundation and the necessary skills and attitude to successfully engage in community life and a career. The addition of the Retail Marketing skills certificate program will aid in this vision. In addition, the primary focus for the use of this year's Carl Perkins basic grant is in the Agricultural area and PLTW. Receiving 10% grant reserve funding will aid in the successful implementation of the Marketing Lab (school store) project that otherwise will not receive additional funding during this year to undertake this joint venture that will greatly increase participation of students with disabilities within career and technical education.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Entrepreneurship Standards		18	5	3	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Platteville	Dodgeville	Greg Quam	\$15,225		\$10,000	
Project Description				6-43891/R29-4		
<p>The district would like to pursue the <i>Entrepreneurship Standards</i> Credential. The course has been submitted and approved by the Board of Education. A new course offering of Entrepreneurship based on the recommendations from state and national programs to incorporate Entrepreneurship competencies is being recommended. There is a need for a new course to fill a void in the current course offerings and Entrepreneurship is the best fit based on the needs of the students.</p> <p>The course will be taught by the Marketing instructor with certification #285. The curriculum will follow the National Entrepreneurship Standards and Entrepreneurship Performance Indicators. The Entrepreneurship course would also utilize the Venture Ready: Preparing to Own Your Own and Venture Open: Customer Ready, and the Entrepreneurship Modules from MarkEd. The class will set up an online business venture or other entrepreneurial activity as its final culminating project. The Marketing courses have been helping the 7<sup>th</sup> grade team with the "STORES" project this year and last year. Classes are instructed for the 7<sup>th</sup> grade students on cash handling, customer service, product selection, promotion strategies, and overall business concepts. The 7<sup>th</sup> grade classes then run "mock stores" for two days in the middle school gymnasium. The district will continue and enhance the partnership with the 7<sup>th</sup> grade classes to further develop STORES curriculum and project. The district currently has an active advisory committee that meets two to three times per year. The representatives will be active in the development of the Entrepreneurship curriculum and activities. The district also has a partnership with the Chamber of Commerce that would be strengthened through the course and projects. The instructor would attend the Marketing Education Conclave, National Entrepreneurship Conference, and other conferences as deemed necessary to obtain resources and reference materials for the course and certification credential.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK		12	10	3	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Mount Horeb	Monona Grove	Debbie Brewster	\$22,050		\$9,000	
Project Description				6-37941/R29-4		
<p>In a time where budgets have been crunched and standards have raised, it is vital for every successful Career and Technical Education area to demonstrate that it is providing necessary skills to students. The A*S*K Institute provides objective, third-party documentation of learning achievement through A*S*K Marketing/Business certificates. Based upon industry-validated skills and requisite knowledge, the certificates offer added value to completion of coursework and other learning experiences. This industry-validated skill set is very important in a time where leaders have often questioned the value of Career and Technical Education. By having a majority of students complete this industry certification, the district will gain credibility and add value to the program.</p> <p>The current Marketing Education program includes a certified internship program, a classroom course offering that includes a junior-level marketing course, sports and entertainment marketing, e-commerce marketing, an entrepreneurship course (which runs on a limited basis), and a senior-level management/internship course. The marketing program also includes a very active DECA chapter that is constantly competitive on a national level and participates in nearly 40 community activities each school year. The district also has a SBE GOLD-level certified school store.</p> <p>The district has a certified internship program as well as a certified school store. Yet, many people still don't believe the district has a rigorous or challenging curriculum. Through the A*S*K Institute certification process, the district will be able to demonstrate that the curriculum has purpose and rigor. To prepare students for the A*S*K Institute, the district will evaluate all of the curriculum to verify content and alignment with the industry requirements. The district will also add technology to the Marketing Education program to allow students the ability to learn independently at the student’s own pace. In addition, the Marketing instructor will continue professional development to facilitate delivery of the most up-to-date and relevant curriculum.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK		15	5	2	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
McFarland	Verona	Paul Rush	\$20,918		\$9,000	
Project Description			6-33813/R29-3			
<p>The purpose of this project is to offer the opportunity for Marketing Education students to formally document learning through completing an online exam through the <i>A*S*K Institute</i>. The A*S*K Institute will provide an opportunity for quality instruction in the classroom by using specific information through this certification program.</p> <p>The program offers students an opportunity to develop skills, knowledge, and abilities for a career in the area of marketing. Currently the program consists of one section of Marketing Fundamentals, one section of Sales &amp; Advertising, and a DECA Chapter. During the 2005-06 school year, an additional course, Sports &amp; Event Marketing, will be added to the course selection. All courses offered are one semester courses that are open to grades 9-12. These courses introduce students to the functions of marketing and provide a hands-on learning environment for the students. DECA consists of approximately 70 paid members.</p> <p>With the addition of the A*S*K Institute, students who have completed any of the classes after Marketing Fundamentals will be encouraged to complete the online exam. Any student who completes Marketing Fundamentals with a grade of B+ or better will also be encouraged to take this exam. Information promoting this exam will be included in all class descriptions sent to parents, in handouts distributed during parent-teacher conferences in both the fall and spring, and in the school’s monthly newsletter. Exam dates will be selected based upon school calendar and will typically be offered in the month of April or first week in May. Exams will be given during the school day and supervised by a certified teacher.</p> <p>The teacher is involved in the implementation of all aspects of this project. The teacher will be responsible for all curriculum planning related to the promotion of and planning for conducting the A*S*K exam.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	SBE		130	12	10	130
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wausau	West	Robert Marlowe	\$14,075		\$14,075	
Project Description				6-62231/R29-5		
The plan for the 10% Carl Perkins State Reserve grant monies will be used for the <i>School-Based Enterprise</i> credential program (SBE) Gold Level.						
Description of overall Marketing Education Program. Wausau West is fortunate to have a growing and progressive Marketing Education Program that is designed for students to get ready for life after high school. Marketing classes are made to meet student needs as future college students, business persons, leaders, employees, and/or consumers. Students are able to enroll in Marketing Education classes in their junior year. Wausau West's Marketing Education Program revolves around three main components: classroom instruction, DECA, and school-based enterprise/work-experience. The marketing courses at West are in sequential order. As a junior, students are eligible to sign up for Marketing IA and Marketing IB, which are both semester classes. Marketing IA is an introductory course which covers marketing fundamentals including how to identify customers, understanding why consumers behave as they do, and how to reach them effectively. Areas of study include the functions and foundations of marketing. Marketing IB is entitled Sports and Entertainment Marketing in which students will explore the connection between marketing and the sports and entertainment industries focusing on promotion and sales. Students also take an indepth look at operations, sponsorships, and endorsements. Students also develop a business plan for professional sports team. Students can than take Marketing II and Marketing Internship their senior year. Marketing II focuses on professionalism, business etiquette, marketing careers, and an advanced study of advertising in which students develop an advertising campaign for a business of their choice. The Marketing Internship offers students a chance to learn both in and out of the classroom. Students gain valuable experiences and practical applications in the classroom part of the program and then leave school in the afternoons to learn at their job sites. The Marketing Internship class is coordinated with						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE	Wausau
<b>Project Description <i>continued</i></b>		<b>6-62231/R29-5</b>
<p>the Wisconsin Cooperative Education Skills Certificate Programs endorsed by the WI Department of Public Instruction. The partnerships with business/industry and the school are well established in the Wausau greater area community. Upon completion of Marketing Internship and the selected Wisconsin Cooperative Education Skill Certificate program chosen, students are issued a state-endorsed certificate from the State Superintendent of Public Instruction.</p> <p>Students have the opportunity to be in DECA to enhance the co-curricular education with interests in marketing, management, and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership and practice community experience. Students will have the opportunity to participate at district, state, and national levels. Through DECA, you get a chance to visit fun places, meet new people, learn more about business and marketing, compete against other schools as part of a team, and earn recognition for their efforts.</p> <p>Wausau West's school-based enterprise, West-Side Connection, serves as the marketing lab, an extension of the marketing classroom. West-Side Connection is operated and managed by students who are enrolled in the Marketing Education/DECA Program. Students who are enrolled in marketing classes learn the marketing concepts in the classroom and gain “hands-on experience” in the school store; West-Side Connection. Students will oversee all aspects of a school store including management, merchandise and apparel design, purchasing, selling, and promotions. Wausau West's school-based enterprise is open daily from 7:30 a.m. to 3:00 p.m. All marketing students work 40 minutes a week in the store. West-Side Connection has been in operation for the past three years. Sales over the past three years have increased year after year. In order to make West-Side Connection a Gold-Level Program recognized at the national level the 10% Carl Perkins State Reserve Grant monies will be used to improve and update West-Side Connection's curriculum and technology to meet the National standards. Having West-Side Connection a National Gold-Level School-Based Enterprise will increase the overall credibility and rigor of the Marketing Education Program at Wausau West High School. The Marketing-Education teacher-coordinator/grantee, along with the school store managers, will begin compiling and writing the National School-Based Enterprise application in the beginning of the 2005-2006 school year and submit it in the first week in January 2006.</p>		



Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM &EE	Customer Service and Sales CS	6	1	2	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$17,225	\$11,000	
Project Description			6-66853/R29-5		
<p>This project is to upgrade the Customer Service and Sales co-op program to a <i>Customer Service and Sales</i> skills certified program. It will also improve the employer mentor training program as well as the communication process to students, parents, and administration. As part of the curriculum writing process, the Marketing Education department has aligned the curriculum with both academic and department specific standards and upgraded as many of the co-op program areas to the skills certified work-based learning program. This has been done at district expense and the equipment being requested is to enhance the classroom presentations. The supplies and resources are specifically for the Marketing co-op skills standard students and will be a learning aid for the students. The extended contract time is for the Marketing Education instructors to have sufficient time prior to the beginning of school to assist students with finding appropriate employment stations and at the completion of school year to meet with employers and complete all paperwork required for students to obtain certifications.</p>					

## **Other-Multi Discipline**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		15	4	7	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Necedah	Pam Hilleshiem-Setz	\$5,591		\$5,591	
Project Description			6-99053/R29-3			
<p>The goal of this project is for juniors to earn a Wisconsin <i>Employability Skills</i> certificate through a combination of service-learning and community project-based learning experiences. Students would also participate in an "Entrepreneurship and Leadership" course. This course will be aligned to the Marketing program standards and will be taught by the Gifted and Talented/Enrichment Resource (GT/ER) Coordinator, who is also certified in Marketing Education. Designing a course combining entrepreneurship and leadership foundations would meet two basic needs of the students: 1) greater knowledge of the foundations and functions of marketing principles in the free enterprise system, and 2) a chance to apply leadership skills to service learning, community project-based learning, and/or in the workplace. The instructor will also work with WWTC to articulate the course to Marketing Principles. This collaborative effort between the business and information technology instructor, family and consumer instructor, technology and engineering instructor and GT/ER coordinator will provide students a variety of service learning and community project-based learning opportunities.</p> <p>Based on the fact that this is a small community with relatively high poverty (47-53%) and has very limited employment opportunities, the opportunity for students to earn the Wisconsin Employability Skills certificate will be a plus as students seek summer jobs and explore future career options. The district has learned through the research of Ruby Payne’s "A Framework for Understanding Poverty," that education is the key for breaking the cycle of poverty. The district has also learned that students who come from unstable home environments often lack the skills to goal-set, plan, and organize. In addition, many lack an understanding of the "hidden rules" or employability skills necessary to obtain and keep a job. Students need a mentor or role model who can help them develop the needed personal leadership skills to be successful. The involvement of the local "Inventors and Entrepreneurship Organization" will provide adult mentors to the students and stimulate student involvement in long-term community projects.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		10	5	5	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wisconsin Dells	Pam Hilleshiem-Setz	\$3,958		\$3,958	
Project Description			6-990513/R29-3			
<p>This project is for the operation of a school store that would be utilized to assist students in earning an <i>Employability Skills</i> certificate. The district currently has a small school store that they would like to expand to include more inventory, more space, and greater student involvement—particularity special needs students. Special education students, along with business students, would be trained in how to work in the school store. This will be an excellent opportunity for students to learn specific skills such as counting money, customer service, inventory systems, product selection, balancing drawers, ordering inventory, marketing new products, determining profits/losses, and scheduling workers. Coordination will occur with the special education teacher to train special needs student workers. A cash register will be purchased to allow students to learn how to use technology that may be used in future employment. Through working in the school store it is anticipated that students will be able to earn hours toward an employability skills certificate. The special education department has expressed enthusiasm in working jointly with the business education students on this project for the upcoming school year.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		65	7	32	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #12	Mercer	Fred Schlichting	\$11,850		\$11,850	
Project Description				6-99123/R29-3		
<p>This program will combine Senior Seminar/Service Learning, Personal Finance, technical education, and alternative education courses involving all juniors and seniors in the high school. It will be team taught by the business education, guidance counselor, alternative education, and technology education teacher. The purpose of the program will be to teach students workplace readiness, small business operations, employability skills, and citizenship. It will involve students in running a thrift shop which will serve as the lab for this course. The store will be called the Paw Shop, connecting the school mascot, which is a tiger, to the logo and name of this retail establishment. The Paw Shop will stock previously used and donated items, student made crafts, school logo apparel, and school supplies. The students and staff will work closely with a business partner and community volunteers to ensure successful store operations. Instructors will create a curriculum that will draw from a variety of sources including business operations, personal finance, entrepreneurshhip, e-commerce, marketing, manufacturing processes, service-learning and employability skills. Staff will use the <i>Employability Skills</i> certificate program and tailor it to include competencies from other industry-based and skills co-op programs to certify that students are meeting the SCANS competencies. This project has been approved by the school board; a downtown rental space has been acquired.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		60	45	10	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
LaCrosse	LaCrosse Logan	Annette O’Hern	\$19,000		\$17,000	
Project Description				6-28491/R29-5		
<p>The Logan Ranger House is a cooperative learning environment that is multi-disciplined within the Special Education, Family and Consumer Education and Technical, Engineering, and Business Education departments. The Logan Ranger House project will be used to create a more natural independent living environment/setting, than the classroom, in order to better assist students in learning the skills needed to transition to life after high school. The most natural setting to teach these skills needs to be an extension of the classroom, but in an actual home living setting. The Technical and Engineering students will be able to plan and implement projects related to renovation and any new construction in the Construction Concepts course. Family and Consumer education students enrolled in the Fashions and Furnishings course will have a real environment to implement interior design projects. The Business Education department will be responsible for budgeting and financial maintenance of funds. The students from the Business department will be able to apply accounting skills learned through this program to the youth apprenticeship certification. Special education students will have a natural home/living environment to work on skills related to transitional needs.</p> <p>The Logan Ranger House project promotes components of State Standard (m): instruction in employability skills, practical application of academic skills and applied technologies, and access to career and technical education programs based on labor market information and students needs. <i>Employability Skills</i> is the industry skill certificate that will be used for the majority of the students in this program. Some students will also pursue the Family and Community certified skills certificate.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		25	8	12	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Madison	Madison	Gabrielle Banick	\$30,025		\$16,000	
Project Description				6-32691/R29-5		
<p>This project will focus on the development and implementation of an interdisciplinary Video Production course, an offering new to the district. Design of class content and instruction will be a collaborative effort of Career and Technical Education and Language Arts teachers. These teachers will work together to develop a class that incorporates the <i>Wisconsin Model Academic Standards</i> from multiple disciplines including <i>English/Language Arts, Social Studies, Art and Design, Information and Technology Literacy, Marketing, and Technology</i>. For example, Grade 12 English and Language Arts, E.12.2 Make informed judgments about media and products, E.12.3 Create media products appropriate to audience and purpose. E.12.4 Demonstrate a working knowledge of media production and distribution. E.12.5 Analyze and edit media work as appropriate to audience and purpose.</p> <p>In addition, social studies teachers and librarians will be asked to collaborate in the planning and teaching of concepts particularly relevant to the disciplines. For example, social studies teachers will be involved in instruction about the rights and responsibilities of the media in a democratic society and librarians will share expertise about copyright law.</p> <p>During the class, students will learn how to evaluate an idea for a story and then move from the idea to final production. In this process, students will learn how to communicate visually, from the development of story boards and scripts through the operation of video production equipment such as nonlinear editing equipment and video cameras. Students will also be involved with live studio productions. Student assignments will be built around real-world broadcast situations. Students will work in teams to produce a live weekly newscast for MMSD-TV, Madison Schools Cable Channel 10. This will involve both production of the show and production</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills	Madison
<b>Project Description <i>continued</i></b>		<b>6-32691/R29-5</b>
<p>of the individual stories to be included in the program. Students will be working under deadline pressure in the shooting, writing, and editing of the television news stories. Students will also have the opportunity to learn from professionals from the local television industry and other media production experts who will contribute as guest speakers in the class. In addition, students will gain actual production and broadcast experience by interning at local television stations and other media-related companies.</p> <p>Enrollment in the one-credit, one-semester Video Production class will be open to juniors and seniors from all Madison high schools. Student recruitment activities will be designed to especially encourage the enrollment of student populations currently underrepresented in the district's technology education program.</p>		



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		100	15	50	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Merrill	Merrill	Marla Konkol	\$11,000		\$11,000	
Project Description			6-35002/R29-5			
<p>The district has begun a variety of certified co-op and youth apprenticeship programs. The board of education and administration have encouraged staff to reach more students. With the size of the community and job opportunities in the co-op and youth apprenticeship areas, the district feels that as many as possible have been obtained. However, there are still many students and work sites that need to be developed and do not fall into a co-op or youth apprenticeship area. Even though the Employability Skills certificate program has been looked at in the district, it really has never been organized to reach the students nor the businesses that the program has the potential of reaching.</p> <p>Staff are being asked to do more with less time. With severe budget cuts in the district, the time needed to organize and get a good solid base for this program has not happened. The district is requesting help in the area of hiring a retired business education teacher to work solely in this area at a part-time position during the 2005-06 school year.</p> <p>The <i>Employability Skills</i> certificate program will provide students the opportunity to participate in a school-supervised program (in any content area) with the goal of earning employability and occupation-specific skills, completing a career plan, and engaging in a paid (or possibly unpaid) work-based experience. Students completing all program requirements will earn a state certificate that represents the achievement of skills competencies designed to support integrated/applied curriculum and project-based learning. The certificate would become part of the student's progress record and will contain a performance record for integrated projects, career planning, and work-based learning experiences completed.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills	Merrill
<b>Project Description <i>continued</i></b>		<b>6-35002/R29-5</b>
<p>As an integration in an applied setting, the SCANS competencies will be identified in partnership with educators, business, industry, and labor representatives. Having a retired business education teacher who had been in the classroom for 33 years be involved with this will be a great asset to the program and the district. Research clearly shows that workplace knowledge consists of two fundamental concepts (competencies and a foundation) which are core employability skills essential for all students—those entering the workforce directly from high school and those planning a post-secondary education.</p> <p>This program will reach more students who are taking the college-bound elective courses as well as the students in an at-risk high school program. It is intended to recognize a student's mastery of employability skills valued by employers. The district would work with technical colleges as well as volunteer sites to encourage students to complete the competencies. The guidance department would become more involved as the district works with students on career plans. Also, this is one way to begin to integrate more of the core area classes (English and math especially) into the applied academic area (career and technology courses). There will be partnerships with the CORE area teachers. One example would be students working in the district libraries. The students would be identified in the English class and hired and paid by the district to work in the district's libraries. These students would be enrolled in the Employability Skills certificate program.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Youth Employability Life Leadership	6	2	3	1
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Stockbridge	Stockbridge	Lois Probst	\$27,216	\$20,000	
Project Description			6-56141/R29-4		
<p>The goal of the "Kiosk" business venture is to provide a thorough, step-by-step process for learning fundamentals of small business planning, developing skills for manufacturing of garment embellishments, promotion of specialized apparel products as well as developing individual employability skills as identified in the <i>Youth Employability Life Leadership Skills</i> certificate. Students from grades 9 through 12 and parents/community members will be involved in every step of the "Kiosk" process. The process will include a survey of the types and kinds of logo apparel needs of the students and families within the school and community and include the manufacture, stocking, and sales from the "Kiosk" at school events. This "team" will design initial graphics; consult with the advisory committee for merchandise change; utilize specialized programming to implement the graphics onto garments while developing hands-on experience in the manufacture of embellished apparel for sale. Initially, a limited number of garments and caps will be created with one logo. Additional stock and logos will be developed to replenish the the "Kiosk." This process will eventually evolve into special orders taken from students, parents, community, and businesses.</p> <p>Every student begins their high school career with an individualized career plan that is reviewed each year with the guidance counselor. Students identify a four-year plan for courses that will fit this career path. The vocational departments have generally focused on the development and implementation of courses that expose students to technologies and skills currently used in workplace opportunities. The "Kiosk" endeavor is one which will develop a YELLS certificate across vocational lines. The areas of business and family and consumer economics will cooperate in the development of the "kiosk" and YELLS certificate as it relates to this small business venture.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Youth Employability Life Leadership	Stockbridge
<b>Project Description <i>continued</i></b>		<b>6-56141/R29-4</b>
<p>The Career and Technology (C&amp;T) Advisory Committee is composed of employers, parents, students, teachers, and representatives of business and special populations of the local area. This group has broadened the scope for career and technical education and has identified the need for graduates to have experiences to be self sufficient even when workplace opportunities are not vast for the living areas. The idea for this small business opportunity to be developed at the high school was one that a Parent Teacher Organization/C&amp;T advisory member had brought to the business department. The C&amp;T Advisory Committee felt this would be a perfect way for students to apply training gained in Business and Family and Consumer courses that would benefit the community, families, students, and local businesses from the area. This small business opportunity is one that will be a launching pad for graduates to see that private enterprise can be viable for an individual as well as a launching pad for community involvement with school-based business development.</p> <p>The C&amp;T Advisory Committee will develop a youth employability life leadership skills certificate. This certificate is developed by the district to document students' leadership skills through an individual portfolio recording yearly accomplishments. Certificate accomplishment categories include basic skills in the core areas of language arts, reading, math, listening; as well as include self management, communications, information processing, skillful use of technology, record keeping, conflict management, organization, ethical standards, behavior management, and problem solving. The final certification will show that the students involved in the "Kiosk" venture will be able to learn, reason, acquire, and use information for future employment situations.</p> <p>The district currently articulates with Fox Valley Technical College in the areas of Business and FCE for dual credit standing for a variety of courses. Instructors will pursue articulation efforts with local technical colleges for this specialized small business development opportunity. FVTC has recently developed an Entrepreneurship Center in conjunction with UW-Oshkosh and this small business will be contacted for information and for small business development clarification, and job shadowing experiences. The Fox Valley has manufacturing opportunities which utilize skills in thread embellishment for job shadowing and local small business owners have been contacted for job shadowing opportunities and are willing to share experiences with the students.</p>		

## **Other—Employability Skills**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		24	24	12	24
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #6	Menasha	Melissa Kohn	\$25,066		\$25,066	
Project Description			6-99061/R29-3			
<p>The purpose of this proposal is to initiate, design, and implement a Wisconsin <i>Employability Skills</i> certificate program for academically disadvantaged students who may be “at risk” of graduating with peers due to credit deficiencies. The program will be primarily for seniors who are willing to learn the 96 key educational standards as recognized by the Wisconsin Department of Public Instruction. Selected students will participate in a Standards Based School (SBS) program with coursework in Math, Science, English, Social Studies, and an Employability Skills/Service Learning class. The focus of the SBS program is:</p> <ul style="list-style-type: none"><li>▪ Recognize and accept certain students at-risk from graduating with peers,</li><li>▪ Ensure students understand the core 96 academic standards as recognized by the district and the Wisconsin Department of Public Instruction,</li><li>▪ Increase student self-esteem and social skills within the community,</li><li>▪ Help students transition successfully into a post-high school community.</li></ul> <p>The Employability Skills/Service Learning class will offer students the opportunity to further develop career plans, master employability skills valued by employers, review SCANS competencies that have been integrated in all areas, learn to work with increasingly diverse populations, and earn a State credential of student mastery. Other key topics that will be presented in the Employability Skills/Service Learning class include communication (verbal and non-verbal), harassment issues, work ethics, attitude, and problem-solving strategies.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills	CESA #6
<b>Project Description <i>continued</i></b>		<b>6-99061/R29-3</b>
<p>As a nationally-recognized Leader School for Service Learning, the high school is committed to offering students opportunities which foster civic responsibility and link classroom learning in the community. Service Learning is a work-based learning experience through which students learn, develop, and apply academic and vocational skills to address the real-life needs of the community. The work-based component of this program will involve students participating in tutoring/mentoring activities, and partnering with Big Brothers/Big Sisters and Best Friends of Neenah-Menasha.</p> <p>The goal of the <b><i>Employability Skills</i></b> certificate program is to offer students the opportunity to accumulate a minimum of 180 hours as prevention-based volunteers (unpaid, but credit based) who will serve as adult role models for children who could benefit from highly individualized friendships. The intention of the Employability Skills certificate program is to base each student's work experience on a Human Services curriculum. It is the intention of the district to register this Employability Skills certificate program with the Wisconsin Department of Public Instruction. This program will support the following CPA Formula Allocation project goals:</p> <ul style="list-style-type: none"> <li>▪ Creation of a career guidance model that includes parents, community, and students in career planning.</li> <li>▪ Elevation of student standards of excellence by incorporating coursework that meets local and business standards to transition students after high school.</li> <li>▪ Development of programming that will include a variety of work-based learning opportunities to meet the needs of a diverse population.</li> </ul> <p>Hard-working students will earn a diploma and will be ready to enter the community with the knowledge needed for continued success as a self-supporting adult.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Employability Skills		20	12	10	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Birchwood	Nancy Graese	\$11,426		\$11,426	
Project Description				6-99111/R29-3		
<p>The <i>Employability Skills</i> program will utilize the school forest to establish a maple syrup production business in the district. Students will participate in all steps of the production process including: managing the sugar bush for optimal quality and longevity of the forest; tapping trees and collecting the raw material; boiling the sap down into syrup; bottling and packaging the finished product for distribution; sales, both wholesale (to local businesses) and retail; and finally, research and development in order to identify ways to increase efficiency of production, improve quality of the final product, and gain market share.</p> <p>This program will be integrated across several curriculum areas. Student participants in this program will earn 1/4 high school credit towards graduation by completing coursework in maple syrup production prior to actually working in the business, and the students will earn additional credits for participation in running the business. The district will be using some of the grant money to develop this course which will be offered in an independent study format. The course will be based on information available from the Wisconsin Maple Syrup Producers Association and will cover topics including the history of maple syrup production, the science involved in determining sugar content of maple tree sap, techniques for effectively managing a sugar bush, current technology and marketing trends in the industry, and the role of professional organizations in maple syrup production. The course will also include topics in workplace ethics, diversity, and harassment. This course will be created by the School-to-Work coordinator and the writer of this grant; the coordinator will also monitor student progress towards employability skills certificates.</p> <p>While students will be able to access and complete the aforementioned course at the student’s own pace, progress will be monitored by the district's Technical Education instructor. As part of the instructional duties, the instructor teaches classes in Forest Management</p>						



Funding Source	Type of Certificated Program	Fiscal Agent
BIT	Employability Skills	CESA #11
<b>Project Description <i>continued</i></b>		<b>6-99111/R29-3</b>
<p>and Natural Resources and has a strong interest in seeing the school forest utilized for instructional purposes. During the spring, students will be allowed release time from normal classes to work in the school forest collecting, boiling, and preparing. These activities will be supervised by the program manager who is currently a substitute teacher in the district and is both a retired forester and a former director of a Boy Scout camp in Haugen, Wisconsin, and as such is an ideal candidate for this position.</p> <p>The sales and distribution work will be performed by students as an extracurricular activity. These activities will be supervised by the school's Business Education instructor.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		10	10	10	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Janesville	Janesville	Steve Huth	\$10,075		\$10,075	
Project Description				6-26951/R29-5		
<p>This project will target senior students with learning and behavior disabilities who are leaving high school without specific work skills and who do not possess the academic skills to continue in a post-secondary setting. Technical colleges have increased entrance requirements relative to core academic standards to such a level that it excludes participation by these students. Technology has driven many of these requirements by post-secondary institutions. This project will serve as a method to transition students to the world of work and provide opportunities for students to develop vocational competencies desired in the local labor market. Students will participate in an <i><b>Employability Skills</b></i> certificate course at the high school to complement a work-based learning experience. An instructional aide would be assigned to students for assistance in the work setting. The hope is that this program will enable students to earn a "living wage" upon graduation. The skills certificate will focus on workplace success including but not limited to interviewing, work ethic, interpersonal skills, and higher-level decision-making skills.</p> <p>Students will be trained by teachers and employers (with the assistance of an aide) in specific skills throughout the senior year to be successful upon graduation in work-based competencies identified in the state Employability Skills certificate. By including this population of students in a work-based program, the district can expand the "whole person" in both academic and technical skills desired in the labor market.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		10	10	10	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Manitowoc	Two Rivers	Rose Ellinger	\$7,928		\$7,928	
Project Description			6-32902/R29-4			
<p>The district is experiencing a steady decline in enrollment with a small increase in the identified special education population and at-risk students. Currently, the School-to-Work program allows junior and senior students to be released from school for working; however, the district does not have a classroom component to support this program. With the increase in special populations and at-risk students, the district is seeing an increased need to have a classroom component where students learn the basic work skills necessary for entry-level positions. Many students obtain part-time employment in the community; most of these students are able to learn the necessary skills on the job. However, there is a growing number of students who need assistance in preparing for on-the-job skills.</p> <p>When the district surveyed students, 40% had part-time jobs and 21% said the job was related to a career of interest. The district knows that many of the local businesses employ the students. These same employers would like to see students come to them with better employability skills. In a five-year follow-up study of graduates, the individuals who went on to employment instead of post-secondary instruction indicated that the district needs more emphasis on career education; i.e., occupational information, work experience, on-the-job training, counseling for career planning, development of job skills, job application, and interview procedures. The student-run credit union and school store provide on-the-job training for some students, but the district still lacks the classroom component. Seventy-six percent plan to attend post-secondary education. However, only 50% actually pursue further education. The remainder of the students will be entering the workforce looking for full- or part-time work. Seventy-one percent of the post-secondary students expect to work while going on to school.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills	Manitowoc
<b>Project Description <i>continued</i></b>		<b>6-32902/R29-4</b>
<p>Skills for Employment would give students the classroom component to develop job skills. The class content would be based on the Wisconsin Employability Skills Certification (WESC). Students would explore careers, develop job skills, and obtain on-the-job training. Participation in the class will show students that post-secondary education is not out of reach and should seriously investigate it.</p> <p>Currently an Introduction to Professional Cooking class is offered. Many students have expressed an interest in the food service industry as a career and would like to obtain the NRA Pro-Start certification.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		20	3	2	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Menomonie	Menomonie	Christine Stratton	\$6,177		\$6,177	
Project Description				6-34441/R29-4		
Lucas Charter School serves students who are at-risk of dropping out of high school. Approximately 33% of the student population are special education students. Over 50% of the student population qualifies for the Free and Reduced Lunch program. Every student in the school has behavioral and/or truancy problems that prevent them from succeeding in a typical high school setting. Providing <i>Employability Skills</i> is one of the educational goals written into the contract between the Lucas Charter Board of Governance and the district. Current programming provides for a work experience but does not result in students earning a Wisconsin Employability Skills certification. This grant will result in the opportunity for Lucas Charter students to develop the skills desired by employers while earning the Wisconsin Employability Skills certification. The district will be able to expand contact with employers who are willing to work with the unique student population at Lucas. The district feels it is imperative to improve the employability skills component of the program since at-risk students typically experience a very high rate of unemployment and/or underemployment. The district feels that students completing this certification will increase self-confidence and motivation to succeed in a workplace setting and will also recognize the value of continued post-secondary education as a way to increase employability and success in the world of work.						

## **Technology and Engineering Education**

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (IED, POE)		70	8	5	70
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #1	Muskego	Kathy Eidsmoe	\$42,500		\$19,400	\$10,000
Project Description			6-99011/R29-3			
<p>The demands of the competitive marketplace have motivated the Technology Education department to intensify the rigor of curriculum in an effort to facilitate student attainment of challenging academic, vocational, and technical standards. The intent of this proposal is to implement <i><b>Project Lead the Way</b></i> not only to encourage students' successful completion of high school education, but to also provide them with the academic skills, technical skills, and knowledge necessary for a career in engineering. Approximately 40% of the students participate in Career and Technical Education with 6% of the total population matriculating to post-secondary engineering programs. The Technology Education program is comprehensive and currently offers the following courses: Introduction to Manufacturing and Communication, Introduction to Construction and Engineering, General Drafting, Machine Drafting, Architectural Drawing, Electricity, Manufacturing Technology I, Manufacturing Technology II, Industrial Design, Auto Mechanics I, Auto Mechanics II, and Technology Education Cooperative Education. The drafting courses are quite popular with multiple sections being offered each year. The department is comprised of three full-time teachers and enrollment is consistently at capacity each year.</p> <p>The PLTW courses will be offered for the purpose of preparing students for a higher rate of participation in an engineering field and to present students the opportunity to experience the contextual learning of Math and Science. The goals of this grant share a similar emphasis with those of the CESA #1 Carl Perkins Formula Allocation Grant. The CESA #1 grant’s goals are: A. Development and provision of vocational and technical education that continually and systematically responds to the trends and demands of the marketplace. B. Development or refinement of career development systems to prepare all students for all aspects of industry.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED, POE)	CESA #1
<b>Project Description <i>continued</i></b>		<b>6-99011/R29-3</b>
<p>C. Provision of vocational education programs organized on broad career/occupational clusters and integrate academic competencies. Furthermore, the courses will lead to the attainment of PLTW goals. Those goals include:</p> <ul style="list-style-type: none"> <li>▪ Increase the number of young people who pursue engineering and engineering technology programs requiring a four- or two-year college degree,</li> <li>▪ Provide equitable and inclusive opportunities for all academically qualified students without regard to gender or ethnic origin,</li> <li>▪ Provide clear standards and expectations for student success in the program,</li> <li>▪ Reduce the future college attrition rate with four- and two-year engineering and engineering technology programs,</li> <li>▪ Provide leadership and support that will produce continuous improvement and innovation in the program,</li> <li>▪ Contribute to the continuance of America's national prosperity.</li> </ul> <p>PLTW will also be utilized to emphasize the importance of the successful application of academic skills during the secondary experience in relation to the attainment of desirable post-secondary educational and employment opportunities.</p> <p>This grant proposal offers a unique opportunity for the high school to offer a valuable sequence of courses leading to transcribed credit with Milwaukee School of Engineering and possibly Marquette University. The Oconomowoc school district is currently engaged in negotiations to develop PLTW transcribed credit agreements with Marquette University. If it is brought to fruition, the district will be able to utilize that arrangement. To accomplish this task, the Technology Education teachers have elected to undertake the training necessary to implement the program so that students can participate in PLTW and receive advanced preparation for a post-secondary engineering program. The teachers and vice principals have visited various high schools that have implemented this program to ascertain the most efficient and effective way to begin implementation and teach the courses. The teachers have</p>		



Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED, POE)	CESA #1
<b>Project Description <i>continued</i></b>		<b>6-99011/R29-3</b>
<p>been an integral part of the planning process for this grant with the evaluation of the current offerings, determining potential courses the Introduction to Engineering Design will replace, and deciding what equipment and supplies will be purchased. The teachers will prepare during the upcoming summer to implement the <i>Principles of Engineering</i> and <i>Introduction to Engineering Design</i> during the 2005-2006 school year. Civil Engineering and Architecture will be implemented during 2006-2007. The district will implement the Digital Electronics during the third year, and during the fourth year the district will implement Engineering Design and Development. This will allow for the complete implementation of the courses that fulfill the requirements for PLTW. The courses will eventually comprise a four-year program of instruction to prepares students to successfully complete PLTW end-of-course exams and to obtain the transcribed credits. In order to qualify for PLTW, the school must have the appropriate computer hardware and other equipment necessary for the initial implementation of the program. Consequently, this grant will assist with a large portion of the start-up costs for supplies, equipment, and materials.</p> <p>A multifaceted approach will be used to recruit female students for enrollment in the classes. The high school will utilize the positive example of female role models; actively recruit and significantly address the instructional needs of nontraditional learners in an effort to encourage young women to enroll in this profitable program of instruction. Young women, whose previous academic achievement or WKCE scores indicate potential success in this rigorous program, will be individually counseled and provided materials that explain the program, its content, and what the program can offer to enhance an economic future. Math and Science teachers will be asked to recommend females with the aptitude for this subject matter for the same purpose. A female instructor will be teaching Introduction to Engineering Design. The presence of a nontraditional instructor has been shown to increase the capacity for nontraditional enrollment. PLTW teachers will also be assisted by the CESA #1 Equity Coordinator in developing gender equitable instruction, recruitment strategies, and classroom environments.</p> <p>To move forward with the implementation of PLTW, the district needs to purchase the supplies and equipment necessary for implementation. The purpose of this proposal is to provide the resources necessary for:</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED, POE)	CESA #1
<b>Project Description <i>continued</i></b>		<b>6-99011/R29-3</b>
<ul style="list-style-type: none"> <li>▪ Students to successfully complete the PLTW end-of-course exams, attain transcribed credit with Milwaukee School of Engineering, and possibly obtain transcribed credit with Marquette University;</li> <li>▪ Expansion of the high school's technological capacity with the purchase of the equipment necessary to teach the PLTW course;</li> <li>▪ Purchase of equipment to facilitate the delivery of instruction in a manner effective for acquiring technologically-related learning objectives;</li> <li>▪ Increase the number of students, especially nontraditional students, matriculating to engineering and engineering-related post-secondary programs.</li> </ul> <p>The implementation of this grant project will dramatically enhance the relevancy of the Technology Education curriculum in the district. It will significantly expand students' career development plans and future economic capacity. Enhancement of technological capability, coupled with teacher preparation, will in turn allow for expansion of student enrollment that will lead to successful end-of-course exam completion and post-secondary transcribed credit. This program of study will be a catalyst for the students' access to high-skill and high-wage occupations, entrance to the competitive marketplace, and/or post-secondary training. Students will experience enhanced value in the job market and be qualified to gain employment in jobs beyond entry-level positions. The program will also benefit post-secondary educational options. The attainment of advanced skills before enrollment in an educational institution or training program will be a launching point for more advanced training. It will allow students the opportunity to concentrate on obtaining unique educational opportunities that will further enhance employability. The appeal of offering a valuable learning opportunity, along with the capacity to enroll a significant number of students, will allow for the maximum benefit of this program to be realized. The students' participation in PLTW will provide them with the skills needed for competitive employment in an emerging economy that demands technologically skilled workers.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (IED, POE)		50	12	25	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #6	Appleton	Melissa Kohn	\$17,410		\$5,910	\$3,500
Project Description			6-99063/R29-3			
Background:  The <i><b>Project Lead the Way</b></i> program has been adopted and is currently used as the driving curriculum for the Tesla Engineering Charter School. The charter school is housed at Appleton East High School. Since the inception of Tesla, the instructors have recognized that the enrollment is predominantly composed of Appleton East students. Telsa’s current enrollment stands at 42 students. The ideal total enrollment for all five of the PLTW courses would be 100 students. The district is looking to increase enrollment by making the program more accessible to students in each of the other two high schools. The district believes that many other students would be interested in the PLTW program. However, 9th and 10th grade students have a number of issues that often prevent them from being able to take advantage of the PLTW program. There are limited hours available to enroll in elective courses and safe travel to another building during the school day takes nearly three class periods. In most cases, these students do not even have a driver’s license.  Another benefit of adding the <i><b>IED</b></i> and <i><b>POE</b></i> courses to the “regular” curriculum is that it will become a part of the district’s curriculum cycle. The district curriculum cycle clearly delineates steps that the instructors will follow to monitor student achievement through standards-based assessment and teacher collaboration. This curriculum cycle includes district funds for curriculum and assessment projects thereby adding a dimension of sustainability for the program in the entire district.						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED, POE)	CESA #6
<b>Project Description <i>continued</i></b>		<b>6-99063/R29-3</b>
<p>PLTW has proven to be an excellent program for the students who are able to participate. The district would like to ensure that all students have the opportunity to experience it. In the fall of 2004, the drafting teachers from each of the three high schools met as a group in an effort to identify overlapping curriculum (with Tesla) and discuss the possible implementation of the PLTW curriculum in each of the other schools.</p> <p>The district offers two classes in the AASD that have some resemblance of engineering education. In these courses (Engineering Drafting I and Engineering Drafting II), students explore engineering from a design aspect only and use AutoCAD to create drawings of existing assemblies and subcomponents. The class does not teach the problem-solving strategies and teamwork that are emphasized with the PLTW curriculum. This is one of the many aspects that the current drafting teachers were excited about implementing the program.</p> <p>In December of 2004, the district hosted a PLTW information session to provide a general overview of the PLTW program and discuss benefits. The drafting teachers from Appleton North High School and Appleton West High School were in attendance. From this meeting and other district meetings, those teachers were able to learn from the Tesla PLTW teachers how the curriculum works. Upon further discussion with the individual AASD drafting teachers, it was determined that there was a strong desire to move forward with the implementation of the PLTW curriculum in each of the high schools. During regular quarterly meetings, the Technology and Engineering program leader presented information on the PLTW curriculum to associate principals from each of the schools and shared the teachers' desire to move forward with implementation. After some discussion, it was determined that this program would be a great improvement over existing engineering drafting courses.</p> <p>The AASD Technology and Engineering program leader met with the Tesla Advisory Board in February 2005 to discuss plans for implementing PLTW in each of the other two AASD senior high schools. This group is composed of local educators and</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED, POE)	CESA #6
<b>Project Description <i>continued</i></b>		<b>6-99063/R29-3</b>
<p>administrators, post-secondary personnel, Chamber of Commerce staff, and local businesses (Plexus Corporation, The Boldt Group, Pierce Manufacturing, Kimberly-Clark Corporation, Miller Electric, and more). The group agreed with the PLTW implementation plans and volunteered to serve as the School Partnership Team for purposes of this program and grant.</p> <p>It was after these meetings that a course of action was plotted for implementation of the PLTW engineering curriculum. That plan is as follows:</p> <ul style="list-style-type: none"> <li>▪ Technology and Engineering program leader and CTE coordinator will present the new program to the AASD Programs and Services Committee in April 2005. Adoption of IED and POE courses will be requested at that time.</li> <li>▪ Technology and Engineering program leader will purchase necessary materials for IED course delivery. May 2005</li> <li>▪ Teachers will attend MSOE training program during summer 2005.</li> <li>▪ Implement Intro to Engineering Design curriculum (replacing CAD 1 course) at Appleton North and Appleton West High School. August 2005 - June 2006.</li> <li>▪ Technology and Engineering Program Leader and CTE coordinator will meet with teachers to discuss implementation of the Principles of Engineering course for 2006-2007 school year. Fall 2005</li> <li>▪ Materials and equipment will be purchased for POE curriculum. May 2006</li> <li>▪ Teachers and counselor will attend MSOE training. Summer 2006</li> <li>▪ Implement Intro to Principles of Engineering class at Appleton North and Appleton West High Schools. August 2006 - June 2007. Teachers will administer assessment at the completion of each course per district curriculum cycle.</li> <li>▪ Materials will be purchased per district curriculum cycle based on assessment analysis and curricular needs.</li> </ul> <p>The district has applied for a Kern Family Foundation Grant that will provide for training, software, and equipment associated with implementing the PLTW program. The Kerns grant does not, however, cover costs associated with laptop computers that are necessary for the teacher training portion of the program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (IED)/Engineering YA		51	5	12	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #7	Pulaski	Jim Krueger	\$25,750		\$16,750	\$9,000
Project Description			6-99071/R29-3			
<p>This project will afford approximately 50 students the opporutnity to use industry-standard equipment to transfer computer generated designs into hands-on projects in the <i><b>Project Lead the Way</b></i> course <i><b>Introduction to Engineering Design</b></i>. The high school is very excited to be offering the opportunity to explore engineering as a future career through PLTW. Course selection for the 2005/2006 school year has just been completed and 51 students have elected to take the Introduction to Engineering Design course. The district feels this is an excellent start to the program and should provide numbers in following years to offer the next series of courses and keep the program strong. Keeping the IED course active and hands-on will keep the interest of the students and help insure a strong program for the future. Purchasing the Dimension 3D printer will offer students additional hands-on experiences and thus an enriched program.</p> <p>The district has been preparing for the introduction of the first PLTW course since the summer of 2004. That preparation has included: (1) securing the support of the school board; (2) the principal, STW Coordinator, and a guidance counselor visiting MSOE; (3) discussions with the Science and Math department chairs securing support of the program; (4) letter and brochure mailing to all 9-11 students who expressed an interest in a career in engineering on the spring career survey; (5) activity period meeting with interested students; (6) discussions with the Science and Math department chairs at the middle school securing support of the program; (7) letter and brochure mailing to all eighth grade intermediate/advanced Math students; and (8) presentation about the program to all eighth grade intermediate/advanced Math classes. These endeavors have resulted in great first year numbers for IED.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED)/Engineering YA	CESA #7
<b>Project Description <i>continued</i></b>		<b>6-99071/R29-3</b>
<p>A local partnership team has been established and has formally met. The partnership team will be expanded in the fall with the start of PLTW. The team currently consists of engineers from four local companies, one school board representative, the Curriculum Director, the School-to-Work Coordinator, the Technology and Engineering department chair, the lead PLTW teacher, and a Technology and Engineering teacher. Two of the engineers are female. The committee will be expanded to include a post-secondary representative and a representative from the local Workforce Development Board. The local Workforce Development Board Director serves on the same Tech Prep Board as the School-to-Work Coordinator so the district is aware of involvement in local workforce development.</p> <p>The district also participates in the <b>Youth Apprenticeship</b> program making available to students the Drafting/Design apprenticeships in Mechanical Design and <b>Engineering</b>.</p> <p>All courses within the Technology Education department have written standards and benchmarks designed after the State standards and benchmarks. Each course's standards and benchmarks have been approved by the district school board. The Introduction to Engineering Design course would use the national PLTW curriculum and standards.</p> <p>The district also utilizes a career focus book as a companion piece to the Course Selection Guide. The career focus book recommends selection based on career objectives and is organized by career clusters. The <b>IED</b> course has been incorporated into the Technology/Engineering/Industrial career cluster and will become one of the classes in the sequence that prepares students for engineering careers.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE, IED)		44	20	0	44
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #10	Colby	William Harycki	\$8,400		\$8,400	
Project Description				6-99103/R29-3		
For the past 1 ½ years, the instructor has been looking into the <i>PLTW</i> program. The program was first heard about at a Technology Education conference in Wisconsin Dells. From there on, the instructor attended many various sessions and conferences where PLTW was presented to educators as a beneficial program for the departments. In the past year, the instructor visited Eau Claire North High School in hopes to gain more insight into PLTW since that district has been running it for some years. The instructor has also spoken extensively with the State Director in regard to the program’s implementation and success. This past fall semester, the instructor set-up a meeting amongst administration, counselors, and TE department with the State consultant to discuss the advantages and disadvantages of the program to better gain the support of the school. Ever since this meeting, the administration and counselors have given full support. The school sent one counselor thus far to the counselor/administration meeting at MSOE. Plans are to start two courses for the Fall of 2005, <i>Principles of Engineering</i> and <i>Introduction to Engineering Design</i> . These courses are already placed in the course description booklets for student registration. The district just finished scheduling for all next year’s high school students, at which time students had registered for these two courses. To put these courses into place, the district made some adjustments in the department. What used to be two courses in the past, Drafting 1 and Drafting 2, have become one course next year, Introduction to Engineering Design. What used to be Power and Energy in the past, became Principles of Engineering next year. The department was able to gain access to speaking to all of next year’s freshman through juniors and talked for 7 minutes about these two newer courses for the next year along with other classes offered in the department. Feedback was very positive towards these classes.						



Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	WoodLINKS		20	7	5	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #12	Mellen	Fred Schlichting	\$8,925		\$8,925	
Project Description				6-99122/R29-3		
<p>Representatives from the local lumber plants met with staff several times over the last two years to develop a curriculum to prepare students for highly skilled positions in wood manufacturing. As a result of these meetings, the district adopted the industry standards-based <b>WoodLINKS</b> curriculum and purchased a programmable wood planer. The WoodLINKS curriculum, Introduction to Wood Products Manufacturing, is being implemented this year. A newly-purchased, shaping wood planer/molder and software is expanding the hands-on opportunities to learn up-to-date industry skills.</p> <p>Carl Perkins 10% funds are requested to implement the WoodLINKS Committee’s proposal that the district install a state-of-the-art, eco-friendly, solar-powered, dry-kiln on land adjacent to the school. With the addition of a kiln, the district will be the first WoodLINKS high school in the United States to provide an industrial simulation of all of the processes used in the primary wood manufacturing process. The primary wood manufacturing process transforms cut trees into usable lumber. Most high school programs focus on the secondary wood manufacturing process that uses lumber and other materials to produce cabinets, windows, and other end-market products.</p> <p>Adding the opportunity to operate a dry-kiln will provide students with the opportunity to receive raw lumber from the mill, dry it in the wood kiln, and then shape it for custom uses such as picture frames, chair rail, baseboard, and window casings. The kiln will add unique, hands-on learning to Introduction to Wood Products Manufacturing and Materials Processing classes while building even stronger partnerships with local industry. Successful students will earn a WoodLINKS industry certificate to verify accomplishments and bolster a resume.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		25	5	5	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Green Bay	Green Bay	Jeff Hoppe	\$31,004		\$20,504	\$10,500
Project Description				6-22892/R29-5		
<p>The district is planning on participating in the <i>PLTW</i> program. PLTW aims to attract more high school students to engineering and will allow students, while still in high school, to determine if engineering is the career the student desires. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs which currently exceeds 58% nationally. High academic rigor and career exploration of the PLTW are consistent with the district’s strategic plan which aims to design and implement effective curriculum, instruction, and assessment practices.</p> <p>In addition, both the district and PLTW attempt to address diversity. Specifically, PLTW tries to attract student populations that have been historically underrepresented in engineering and to share the benefits of the program as well as the wide array of technology jobs and careers available to students who enter the field upon graduation from high school and college. Again, the district and PLTW are both pursuing similar goals. The district has already submitted a grant proposal including an action plan to the Kern Family Foundation. Most of that plan is detailed below. Part of the plan includes the replacement of the present Principles of Engineering course at West High School and the first time addition of a Principles of Engineering course at Southwest High School. Starting this fall of 2005-06, the district will have six Technology Education teachers trained and implementing PLTW courses. PLTW will start with Introduction to Engineering Design, IED, at each of the four high schools (presently called Engineering &amp; Computer Assisted Drafting—course title will change to Introduction to Engineering Design for 2006-07) and the current Electronics course at Preble</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Green Bay
<b>Project Description <i>continued</i></b>		<b>6-22892/R29-5</b>
<p>and West will change to Digital Electronics, DE, (again course titles will change in 2006-07). In year two, 2006-07, the district will also have added Principles of Engineering, <b><i>POE</i></b>, at West and Southwest (new addition to SW), and Civil Engineering and Architecture, CEA, to all four high schools (presently called Architectural Drafting 1 and 2).</p> <p>In year three, 2007-08, the district will add Computer Integrated Manufacturing, CIM, to Preble and West. At East, Biotechnical Engineering (BTE) will be added and at Southwest, Aerospace Engineering (AE) will be added and Engineering Design and Development (EDD) at Southwest and West will be added. The costs for Aerospace Engineering and Biotechnical Engineering are estimates.</p> <p>Each of the high schools will be impacted by PLTW. By school year 2007-08, East and Preble High Schools will have three and four PLTW courses respectfully. East High School has a Health Services Academy, so the Biotechnical Engineering, BTE course, will be very consistent with its academy career theme.</p> <p>Preble High School already has a very inclusive Technology Education program and an Engineering and Manufacturing Academy. Present staff and facilities are in many ways “maxed out.” Nevertheless, Preble High School will offer four PLTW courses by 2007-08.</p> <p>At the present time, it is this author’s belief that the Technology Education facilities and staff of Southwest and West High Schools are underutilized. When two Technology Education strands (manufacturing, construction, transportation, or communication) were implemented over seven years ago at each high school, (except Preble got all four) it was the belief that students, who had a career interests beyond his/her resident high school, could and/or would travel to another Green Bay high school for those offerings. Unfortunately, in practice the choice option never occurred. In the seven years of implementation the Technology Education teachers are not aware of any student ever doing that.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent	
T & EE	PLTW (POE)	Green Bay	
<b>Project Description <i>continued</i></b>			<b>6-22892/R29-5</b>
<p>This action plan, in addition to offering more potential opportunities for all students to experience and learn more about Engineering and Technical skills, attempts to provide more equity among schools by utilizing more fully the existing facilities and staff as well as funding possibilities. Under this proposal, by 2007-08 Southwest High School would have five PLTW courses including an Aerospace Engineering (AE) course.</p> <p>By 2007-08 West High School will also have six PLTW courses. Five of the six classes would be replacement classes. Engineering Design and Development would be a new additional course to West and Southwest. Similar to the situation before PLTW, students could travel among schools for offerings unique to one school. However, as stated earlier, students travel to take Technology Education courses at another high school has not been a typical occurrence.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		10	3	2	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
McFarland	McFarland	Paul Rush	\$7,454		\$7,454	
Project Description				6-33815/R29-4		
<p>The proposed project will be implemented in the <i>Principles of Engineering</i> classes in the technology education program. It will involve students from grades 10-12 with expanded technical experiences in engineering. The project will involve classroom instruction and some well-designed laboratory experiences.</p> <p>This summer instructors will spend two weeks in training at the Milwaukee School of Engineering for instructioin of the Principles of Engineering course. In addition, planned activities with SkillsUSA will be included in course activities. By training two instructors for each class, the district will be able to sustain the program through students’ interests both in technology education and science (physics) programs.</p> <p>Time is being budgeted for the instructors to maintain continual improvement plans by participating in professional conferences at the Association for Career and Technical Education National Conference and SkillsUSA conferences in state.</p> <p>Students involved in school-to-career programs have a higher rate of course completion and graduation. Students who complete the Principles of Engineering course will have advanced-placement possibilities as a part of the program design.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		25	5	12	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Menomonie	Menomonie	Christine Stratton	\$16,387		\$3,676	\$2,000
Project Description			6-33815/R29-4			
<p>The purpose of this grant application is to begin the implementation of <i><b>Project Lead The Way</b></i>. The standards-based engineering/pre-engineering program will modify and enhance the current manufacturing and engineering curriculum by providing students an opportunity to:</p> <ul style="list-style-type: none"><li>participate in a career program that allows them to explore and prepare for challenging engineering careers;</li><li>complete coursework that reinforces and applies their abilities in math, science, and language;</li><li>participate in a rigorous academic and hands-on engineering environment;</li><li>participate in non-traditional(females) areas by gaining access to course work leading to high-tech engineering careers.</li></ul> <p>The development and implementation of PLTW courses would begin in the 05-06 school year. The first course would be offered to students beginning in the fall of 2006-07. Several courses similar to the foundation courses already exist as courses offered at the high school (i.e., Introduction To Engineering). Those courses will need to be replaced by the PLTW curriculum. Additionally, the course sequence will need modification to reflect one credit courses. The first new courses would be Digital Electronics and Introduction to Engineering Design. The implementation of PLTW will give students a rigorous educational experience in a cross-circular science, math, and technology environment.</p> <p>The science and mathematics departmentswill partner with the technology department to develop the program, recruit students, and articulate with Chippewa Valley Technical College and the University of Wisconsin-Stout. One member of the Mathematics</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Menomonie
<b>Project Description <i>continued</i></b>		<b>6-33815/R29-4</b>
<p>department entered teaching on a nontraditional teacher preparation track, retired from the field of engineering, and agreed to collaborate and provide expertise in the project. At this time; however, the use of distance learning is available through Chippewa Valley Technical College-Menomonie Campus. In order to accomplish these tasks, one staff member will attend twelve days of training in Milwaukee to complete the required PLTW classes. Upon completion of these classes, the staff member will need time to align PLTW with local benchmarks, develop curricular activities, and articulate with partnerships. The department will develop a three-year plan for implementation. The district has a strong partnership with the Tech Prep Coordinator and Youth Council through the regional Workforce Resource Board. The district's school-to-career coordinator and LVEC participate in regional initiatives. The tech prep coordinator and local school-to-careers coordinator network regionally with employers. Recently, an Ayres Associates was invited to address students, staff, and community members during the district's Career and Technical Education Week activities. As an engineer, the importance of high standards, career preparation, and regional employability were underscored. The district will continue to seek feedback and partnerships with the field.</p> <p>Description of the current Technology and Engineering Education program: the Technology Education curriculum is comprised of 27 courses focused into three major areas of study, including production technology, communication technology, and energy technology. The program culminates with a work-based learning option that will assist students with career objectives in the three areas. The program presently offers certification in Co-op Skills (Electronics), Youth Apprenticeship (Auto Tech and Information Technology), and Employability Skills. Students interested in the Auto Collision area can enroll through Youth Options in the Auto Body Exploration course offered evenings at the CVTC-Eau Claire campus. There are articulation agreements with Chippewa Valley Technical College, which provide for 11 credits of advanced standing. The Technology Education program integrates Skills USA into the co-op curriculum. The program does not use distance learning to extend career and technical offerings</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		10	3	0	6
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Platteville	Platteville	Greg Quam	\$21,390		\$12,300	\$6,500
Project Description				6-43893/R29-4		
<p><b><i>PLTW</i></b> will increase the number of students earning post-secondary credit through Southwestern Wisconsin Technical College and students will also have the opportunity to earn post-secondary credit at the University of Wisconsin-Platteville in the Industrial Studies program. Both of these would significantly improve career possibilities and the success of students at post-secondary institutions, because students will be participating in a real work situation and experiencing a post-secondary course while still in high school.</p> <p><b><i>Principles of Engineering</i></b> would be offered in the science department and the student, upon successful completion of the program, would receive science credit. The project will also encourage increased student participation in the Wisconsin Employability Skills certificate program. Engineering has always provided a foundation upon which to build careers.</p> <p>Special populations:</p> <p>Gender equity: Given the opportunity to expand, the engineering program would increase the number of females and special population students who could benefit from this type of experience. As recommended by the Technology Action Coalition to Kindle Lifelong Equity Box Project (TACKLE BOX) through the Wisconsin Department of Public Instruction, the district will implement strategies to assist in increasing the number of female and special population students. The district plans to address issues associated with social fit, the classroom climate, curriculum and instruction, role model mentors and messages from counselors, while meeting local, state, and national technology standards. Examples of such strategies, which are also effective for male students, include:</p>						



Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Platteville
<b>Project Description <i>continued</i></b>		<b>6-43893/R29-4</b>
<ul style="list-style-type: none"> <li>▪ Presentations on PLTW and work-based learning will be made to all sophomore and junior students in English classes by the Local Education Vocational Coordinator and by the guidance counselors;</li> <li>▪ All sophomore students will be given the opportunity through the career unit in English classes to job shadow;</li> <li>▪ Students who complete the skills programs in computer drafting or employability skills will be honored at the annual Work Experience Recognition Night which is attended by over 200 students, parents, employers, and administrators every year;</li> <li>▪ Female students will participate in the "Tools Workshops" and develop a mentoring relationship with the college students from the Women in Engineering Program and the Society of Women Engineers at the University of Wisconsin-Platteville;</li> <li>▪ Presentations will be made during the school year to both parents and students (middle and high schools). This would also allow the students to form a mentoring relationship with each other and the EMS college students at UW-Platteville;</li> <li>▪ Each student will keep a portfolio of all work completed both in hard copy and in electronic form. The electronic form will serve as part of the student's final project of a digital portfolio which will be saved in HTML format and could be posted to a website; and</li> <li>▪ The technology education departments would also host a PLTW open house at the end of the year highlighting activities completed throughout the year.</li> </ul>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (PIE)		12	4	5	4
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Platteville	Prairie du Chien	Greg Quam	\$11,000		\$11,000	
Project Description				6-43894/R29-4		
<p><b>PLTW</b> will increase the number of students earning post-secondary credit through Southwestern Wisconsin Technical College. The project will help improve the career possibilities or success of students at post-secondary institutions. The students will be participating in real work situations and experiencing a post-secondary course while still in high school. Introduction to Engineering will be offered in the technology education department. Examples of such strategies include:</p> <ul style="list-style-type: none"><li>▪ Presentations on PLTW and work-based learning will be made to all sophomore and junior students in homerooms by the CTE Coordinator/Guidance Counselors.</li><li>▪ Presentations will be made during the school year to both parents and students (middle and high schools). This would also allow the students to form a mentoring relationship with each other.</li><li>▪ Each student will keep a portfolio of all work completed both in hard copy and in electronic form. The electronic form will serve as part of the student’s final project of a digital portfolio which will be saved in HTML format.</li><li>▪ The technology education department would also host a PLTW open house at the end of the year highlighting activities completed throughout the year. (All School Awards Ceremony)</li></ul>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		90	9	15	90
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waukesha	Waukesha	Gloria Lake	\$16,250		\$10,750	\$5,500
Project Description				6-61741/R29-5		
<p>This project will involve further implementation of the <i>Project Lead the Way</i> program for the 2005 - 2006 school year. Currently the district offers the Introduction to Engineering Design and will begin the <i>Principles of Engineering</i> with the 2005-2006 school year. These courses are open to all students in grades 9-12. The classes will be taught by Technology Education staff and will be a part of the course offerings for that department. The remaining courses will be implemented over the next school years with full implementation of the program by the year 2008-2009.</p> <p>PLTW will increase the numbers of students receiving post-secondary credit as a result of transcribed credit agreements with Waukesha County Technical College, Milwaukee School of Engineering, and Marquette University with the 2+2+2 concept. As a result of real world experiences within the PLTW program, students will hopefully achieve a higher degree of success at these post-secondary institutions with career paths. As a result of this program, students will have a strong foundation upon which to build the career path as the student continues education beyond high school.</p> <p>By implementing the PLTW program, the district will be able to make opportunities available to the special education population as well as exposing females to a career path that has been traditionally male dominated. The last <i>District Profile</i> shows that 88.2% males enrolled in the Technology Education programs and only 11.8% females. The district is confident that with the implementation of this program the numbers will change.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Waukesha
<b>Project Description <i>continued</i></b>		<b>6-61741/R29-5</b>
<p>A number of our staff are currently aware of the Tackle Box project, and so it will enable the district to create a model to meet the needs of all students in nontraditional occupations and other special populations in the career and technical education programs.</p> <p>As a result of implementing the PLTW program, the district will look at integrating a youth group component into the program. By offering the students an opportunity to belong to a youth group, it will provide an additional opportunity for gender equity and another avenue to attract and recruit young women to technology education. There are several engineering competitions held in the Milwaukee area each year and this would be a good opportunity for students to broaden engineering experiences. Participation in these types of activities will be an important component to enhance learning and provide opportunities for students to apply PLTW principles in a competitive situation. It will also give us an opportunity to fully utilize the Engineering Advisory Committee.</p> <p>The district has a long and successful history of providing curriculum that meets student needs, preparing them for future employment and/or post-secondary education. The district strives to offer all students course offerings that are relevant in today's changing work environment and the PLTW curriculum is the next step in offering contemporary programming that will provide career and technical education having an emphasis on the mathematics and science needed by students to be successful in business and industry.</p> <p>The district has a tradition of strong partnerships with local employers, technical colleges, and universities and feels that this strong working relationship will help in implementing the PLTW curriculum. The district has been offering a sequence of courses and work experience opportunities for the past seven years that have exposed students to engineering principles at the three high schools. These experiences will be beneficial as the district progresses toward implementation of the PLTW curriculum. The district feels confident that this new initiative will provide an opportunity to improve student readiness in the areas of Math, Science and problem solving.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		66	21	5	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wausau	East and West	Robert Marlowe	\$9,900		\$5,600	\$3,000
Project Description				6-62232/R29-5		
<p>Recent studies have shown that in the past several years the nation has witnessed a severe decline in admissions, retention, and graduation rates in post-secondary education engineering programs. Also noted in these studies was a lack of high school programs which provide advanced knowledge, skills, and theory useful in helping students make informed decisions regarding engineering fields. Furthermore, many of today’s businesses are experiencing a labor shortage in engineering and related technical fields creating a potential epidemic. According to members of the Chamber of Commerce, businesses in central Wisconsin are beginning to experience such symptoms in profound ways. In fact the Marathon County Partners in Education (MCPIE), an arm of the Chamber, has developed goals to help address these concerns at a local level.</p> <p>Consequently, in an effort to meet the demands of society, industry, community, and educational needs, the district has taken steps to implement a pre-engineering curriculum within the Technology Education (TE) program at East and West High Schools. In November 2004, the Board of Education unanimously approved a pilot course for the 2005/06 school year from the national, standards-based pre-engineering curriculum called <i><b>Project Lead The Way</b></i> (PLTW). PLTW is a non-profit organization partnering with schools, private sector organizations, and post-secondary institutions to increase the quantity and quality of engineers graduating from the U.S. educational system. The Introduction to Engineering Design (<i><b>IED</b></i>) pilot will be the first of six courses in a five-year sequence which combines technology with Math and Science in an effort to introduce high school students to the scope, rigor, and discipline of engineering/engineering-technology.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Wausau
<b>Project Description <i>continued</i></b>		<b>6-62232/R29-5</b>
<p>In following with its educational philosophy, the Administrative Team and Technology Education program staff are committed to the full implementation of PLTW pre-engineering curriculum providing teacher training, student certificates, articulated credit, and third-party assessment. In addition, a dedicated effort will be made in developing collaborative instruction among core academic areas such as Math and Science. This standards-based pre-engineering program, along with community partnerships, will provide ample opportunity for freshman-senior students to apply core academic knowledge in realistic applications such as Youth Apprenticeships and Education for Employment.</p> <p>The PLTW program will be offered to all students at both East and West High Schools with a recommended course sequence and respective grade-level participation. In addition, special emphasis will be placed on increasing participation of non-traditional students in the field. Although students will be encouraged to complete the entire program, students will have ample opportunity to enroll in other programs; however, having completed even one class will ensure a sound base for any post-secondary endeavor. Enrollees will be surveyed at pre-program, post-class, and post-program levels regarding career related information. Furthermore, future studies will be conducted to identify correlations between program completers and WKCE Math and Science scores.</p> <p>Implementation of this type of endeavor is no small task, especially as budget concerns place incredible strain on many districts in Wisconsin. However, the district remains committed to allocating/acquiring funds to implement such a significant curriculum. Local district, community/business, Kern Foundation, and conventional Carl Perkins monies will be used to purchase equipment/supplies/software, FTEs/teacher training/travel, and upgrades/maintenance of laboratories/classrooms. In addition, 10% Carl Perkins State Reserve grant monies will be critical in the implementation process as it will provide for additional items to properly launch IED for the 2005/06 school year.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		20	2	5	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$6,984		\$6,984	
Project Description				6-66854/R29-5		
<p>This project would assist in implementation of the second stage of <i>Project Lead the Way</i> (addition of new course—<i>Principles of Engineering</i>), and improve the CAD programs utilized in the other classes in the Technology Education department. Principles of Engineering course is being offered this fall which will be the second course utilizing the PLTW curriculum. The district has coordinated with the Kern Foundation and had one counselor trained, and will have the Technology and Engineering Education teacher trained this summer, and hope to have an additional counselor trained this fall. The foundation is providing the majority of funding for the Autodesk lease, but it is the district’s understanding that the amount available would not provide the complete software that all of the departments use but rather would be limited to the Pre-engineering classes. This request is to enhance the availability of CAD software for the remainder of the course offerings. In addition, funds are being requested for teachers that will be involved with PLTW for professional development funds and substitute teacher funds to attend the WTEA and Stout Conference for Technology and Engineering Education teachers.</p>						